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THE SCHOOL JOURNAL

(Established in 1870)
OSSIAN LANG, Editor.

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THE MENACE OF A DUST LADEN ATMOSPHERE

How to Eliminate the Dangers of Dust Poisoning

LEADING medical authorities have demonstrated by actual test that the dust collected from floors of schools, hospitals, stores, dwellings, and public places, is always accompanied by deadly germs. Such being the case, it readily follows that a dust-laden atmosphere is a disease-laden atmosphere, and therefore a constant menace to the very lives of everyone inhaling it.

Usually schoolroom conditions are especially deplorable. The floors are almost invariably bare and untreated, so that when large numbers of pupils are in attendance every slightest movement will start a fresh circulation of poisonous dust, keeping the atmosphere constantly polluted and unfit to breathe.

If undisturbed by air-currents or moving bodies, dust will settle upon the floor. The sensible conclusion, then, is that the best way to eliminate dust is by treating wooden floors with a preparation that will hold permanently every particle of dust and micro-organism coming in contact with it. That such a line of reasoning is correct is demonstrated by every floor on which Standard Floor Dressing is used. This dressing, while not intended for household use, is prepared for use in schools and all public buildings having floors of wood.



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Book Notes

Goldsmith's "Deserted Village" and Gray's "Elegy" form a volume of the Standard English Classic Series. The aim in editing the two poems has been to supply the student with the knowledge necessary for critical reading, and to stimulate his powers of analysis and appreciation. A new feature of the edition of "The Deserted Village" is the inclusion in an appendix of two passages usually read in connection with the poem; namely, the sketch of the poor parson from Chaucer's Prologue to "The Canterbury Tales" and Dryden's "Character of a Good Parson," from his "Tales from Chaucer." Price 25 cents. (Ginn & Co., Boston.)

A new edition of "Pilgrim's Progress" appears in Merrill's English Texts. Prof. Ernest C. Noyes, of the Normal High School, Pittsburg, has done the editing, providing in brief compass biography, history, criticism, explanations, and study plans. Price, 40 cents. (Charles E. Merrill Co., New York.)

A Scotchman, wishing to know his fate at once, telegraphed a proposal of marriage to the lady of his choice. After spending the entire day at the telegraph office he was finally rewarded late in the evening by an affirmative answer.

"If I were you," suggested the operator when he delivered the message, "I'd think twice before I'd marry a girl that kept me waiting all day for my answer."

"Na, na," retorted the Scot. "The lass who waits for the night rates is the lass for me." —*Western School Journal*.

"And how," asked the fond father when his son had returned home after his first year in college, "do you like the president of the institution?"

"I've never seen him."

"What! You have never seen him? That's strange. I shall have to look into this matter. I sent you to that college because of the faith I had in the president of it—because he has the reputation of being one of the ablest educators in this country. I shall insist on knowing why you have never seen him."

"The whole matter is easily explained. He's been so busy raising equal amounts that he couldn't devote any time to the running of the college."

"Raising equal amounts?"

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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXVIII.

September 1910

No. 1

OSSIAN LANG, Editor.

Some Fundamentals

Fundamentals are the most practical working thoughts. To be sure, the fact that they are fundamental must be kept in mind. It won't do to take a superficial view of them. Neither is it safe to trust wholly to intuition in the personal interpretation of them.

Think how plainly the Ten Commandments state ethical principles! Yet we would not consider a surface view of them a safe standard of conduct. "Grafting" is stealing, business brigandage is highway robbery, fomenting class hatred is murder. The grafter, the business brigand, and the malicious mischief-maker do not often make such fundamental applications to their conduct. That is why their consciences are unresponsive. The letter killeth. Conformity to the mere letter of the law has killed many consciences.

The most fruitful thought at the bottom of the modern science and art of teaching is that interest must be aroused and cultivated. Yet how sadly this is generally misinterpreted. Teachers who cannot interest their pupils in the required work merely substitute pleasurable occupations of another kind, and believe they are doing their duty. It is well enough to sugar-coat a bitter pill, but the point is to have the patient swallow the pill, and not the sugar-coating only.

Every child, after attending school for four or five years, ought to be able to produce a neatly written and plainly worded letter. The assumption is that he knows what he is talking about, and that he writes as he feels. This presupposes that he has learned to write, to spell, to use English—his English—correctly, that he knows something of the outward form of letters, and that he is neat in all his work and sincere in expressing himself. How much this involves for the teacher!

Writing and spelling must be learned, whether the pupils like these activities or not. The artist teacher is the one who makes every study interesting. The artisan does artistic work in spots. Now, there are ways by which every teacher can bring his class to a high average in spelling and writing. Success in teaching is obtained as in other work, by sincere and

intelligent application of modes of procedure proved efficient in the practice of experts.

A fallacy that has done much harm in school teaching is that the longer the lesson the more the pupil will get out of it. Almost the exact opposite is the fact. Children can stick to one thing just so long. There must be change of activity before the fatigue point is reached. Much poor writing, much wretched spelling is the result of over-long periods of confinement to those occupations. When interest wanes, carelessness sets in. Carelessness breeds poor spellers, poor writers, and foul things of all sorts.

The child that has been trained to be accurate in all things has a good start on the road to excellence in arithmetic. Of course, the solving of examples presupposes a knowledge of the processes involved; but without accuracy that knowledge does not come to its full worth. Training in accuracy is fundamental work. If that is properly attended to, success in the greater part of the elementary school studies is sure to follow.

Now, accuracy is best assured by the very interest that is to be aroused in the pupils. When a piece of work is excellent, the assumption is that the person who did it put heart and soul into it. And to be heart and soul in a thing is to be *inter-est-ed* in it.

Once let the meaning of interest be rightly applied and its fundamental value in teaching will be readily understood. The problem is not to make a topic interesting, but to get the pupil interested in the topic.

The complaint is frequently heard that the schools are wasting precious time on fads and frills and filigree. This charge is in many cases well founded. Whatever contributes to the education of the young something really worth while will maintain itself against all attacks. Parents want to be shown. They are right. Anything that must resort to psychologic flim-flam to prove its *raison d'être* should be thrown out on general principles. Fundamental talk can be made so plain that the average parent can grasp it. Let us keep close to the mothers and fathers of our pupils. They are the mothers and fathers.

Mrs. Young's Election

The election of Mrs. Young as president of the N. E. A. has given rise to comment of various kinds. The principal point is that "the old guard" failed to reckon with the signs of the times and was soundly beaten for it. The popularity of Dr. X. Snyder could not stem the tide, nor did the argument of his many years of loyal devotion to the N. E. A. avail much. The demand was that a woman should be chosen, and she was. The women have proved their ability to carry an election. Hereafter they will be counted with, or they will do the counting themselves.

Let us hope that it is true that Dr. Robert Judson Aley will be the new president of the University of Maine. He is an educator of unusual force. His teaching experience covers every grade of school from the one-room country school thru the university. He is a mathematician of note and has served with distinction in academic positions in Vincennes, Ind., and Leland Stanford universities. His election as State Superintendent of Indiana proved him to be a man of enviable popularity. His record of educational achievement shows him to be just the sort of man who could make the University of Maine a real power in the State.

After fifty-one years as a teacher in Norfolk, Va., Mrs. Mary E. Hodges has tendered her resignation. During her long service Mrs. Hodges was absent only six times. She retires on a pension.

A movement has been started in Boston for the establishment of vocation bureaus and for the introduction into the schools of methods of guidance in the choice of occupation. The first national congress for vocational guidance will be held in Boston next November.

Many friends of New York University are hoping that Dr. John Henry MacCracken will be chosen to succeed his father as chancellor. He has given abundant evidence of his qualification for the place. The only point which has been raised against his election is that he is only thirty-five years old. If youth is a fault, then, as some wise man has said, there need be no apprehension, for he'll get over that. He has had a fine education, is tactful and level-headed and has shown his resourcefulness and executive mettle on more than one occasion in the seven years in which he has acted as syndic of New York University.

President Brown, of the New York Central Railroad, and President Hepburn, of the Chase National Bank, returned to New York from trips through the Western States with cheering words as to the crop and general business situation. Mr. Brown says that business men in the West can not understand the wave of pessimism which is sweeping over the East. There money was plentiful, bankers were doing a good business, farmers had no trouble in moving crops and the latter were bountiful.

Death's Harvest

W. W. Stetson is dead. Maine has lost a good schoolman. Most of the good things for which the schools of the State have become famous were started and developed by him. His vigorous agitation of increased efficiency of the rural schools commanded the attention of the educators of the whole country. He was president of the Department of Superintendence, N. E. A., and was much in demand for institute work over the whole country. Firm and uncompromising in some things, he yet was tender and tactful and was beloved by thousands. The sickness that took him away kept him confined to his home in Auburn for more than two years. His memory will live on in the hearts of his friends.

And now our big-hearted friend, Blodgett, of Syracuse, has been called home, too. What a loss to the State of New York! No schoolman was more popular in his town than he. Thrice he was on the point of accepting another superintendency, and each time the friendly pressure brought to bear on him was such that he stayed. At educational conventions his jolly presence always contributed generously to the good-fellowship feeling. He was at one time elected to an associate superintendency in New York City. In the State educational councils his sound sense was a power. Farewell, brother, we'll miss you!

Just as THE SCHOOL JOURNAL goes to press the sad news is received that William James has died—the greatest psychologist America has produced.

John G. Carlisle died at New York City on July 31st, at the age of 75. He was a member of the Kentucky Legislature from 1858 to 1860; State Senator in Kentucky from 1867 to 1871; Lieutenant Governor of Kentucky from 1871 to 1877; member of Congress from 1877 to 1893, and speaker from 1883 to 1889; and Secretary of the Treasury under President Cleveland from 1893 to 1897. Mr. Carlisle supported the Gold Democrats. At the close of Mr. Cleveland's administration he took up the practice of law at New York City, in which he continued until his death.

Melville W. Fuller, head of the supreme court of the United States, died suddenly at his summer home in Maine on the fourth of July. This is the third death on the supreme court bench during President Taft's term so far—Justice Peckham having died Oct. 24, 1909, and Justice Brewer March 28, 1910. It leaves the highest court in the land in the most disorganized condition it has been in for years.

Judge Fuller was born in Augusta, Me., Feb. 11, 1833, thus being seventy-seven years old when he died. As a young lawyer he moved to Chicago and grew up with the city. He was appointed by President Cleveland in 1888 to succeed Chief Justice Waite. He proved to be one of the best judges who ever sat on the supreme bench.

[See also the notes on page 42]

Business Talk

DEAR READER:

Your good will is appreciated as our chiefest asset. Your co-operation is earnestly desired. You can help in many ways. Here are a few of them: Prompt renewal of subscriptions; letting the editor know your special needs; contributing helpful articles; sending original photographs of interesting phases of child and school activity, or descriptions of successful entertainments; letting our advertisers know that you saw their note in *THE SCHOOL JOURNAL*; recommending *THE JOURNAL* to your friends.

Remember, no copies are sent after your subscription has expired. The prompt renewal of your subscription is much appreciated. If, for some reason or other, you do not find it convenient to send the money, write at least a postcard notifying us to keep your name on the subscription list, and that payment will be made before a specified date. If every subscriber will keep this point in mind our cup of joy will soon be full.

Besides *THE SCHOOL JOURNAL*, we publish *Teachers Magazine* for teachers in the primary schools, and *Educational Foundations* for students of the history, science and art of education, for high school teachers and those desiring to advance in general culture. The subscription price of each of these magazines is \$1.25 a year. The three together may be had for \$3.00. We will gladly send you samples of the three September numbers for twenty-five cents in stamps. The amount will be credited on the subscription, if received within a month, to either one. Please address: *THE SCHOOL JOURNAL*, 11-15 East Twenty-fourth Street, New York.

Neither expense nor effort is spared to provide the most helpful and most attractive teachers' magazines possible. We do not want to make cheapness our argument for support. We do not want to depend on premiums and other extraneous bait for increase of our subscription list. Applying the most rigid economy consistent with close adherence to our aims, we have found that \$1.25 a year is about right, and is just to all concerned. The teacher who cannot pay ten and a half cents a month for a professional periodical must look elsewhere.

Cheap periodicals are a reflection upon the whole profession. Lay people, on seeing them, conclude that teachers are either a poor lot or take no pride in their calling. The cheap teacher has worked much harm to the profession. So has the cheap teachers' journal. We want to magnify teaching in the eyes of the world. That is why we put forth every endeavor to make the magazine pleasing to the eye as well as satisfying to the reader. The quality of the paper, the character of the illustrations, the form, printing—all receive careful thought. Neither cheapness nor pretense determines choice, but appropriateness, good taste, and sincerity.

We want our readers to know these things.

The Manners of the Teachers

By HUBERT M. SKINNER, Chicago

There are few persons who do not manifest politeness and good humor at times. It is often said of this or that person, "He can be a gentleman when he wishes to be," or "She can be a lady when she wishes to be." This is a very poor compliment; for the true gentleman or lady always "wishes to be." Perhaps there is no child that does not desire to observe the proprieties on special occasions. A little encouragement and suggestion are apt to be most thankfully received. To bring out the best there is in the deportment of the child on such occasions, and to make of his best behavior a standard for all occasions, is the true course of training in the amenities of social life.

Most people are sensitive to the imputation of "company manners." Used satirically, the expression is apt to wound the sensibilities of the person to whom it is applied; used frankly and sympathetically, it offers an incentive to more even conduct. It should never be used to cast discredit upon courteous conduct, even when this is limited to special occasions.

Teachers often exhibit an unevenness of deportment which leads to the suspicion that their manners are artificial and insincere. The same is true of parents. Yet both teacher and parent may be perfectly sincere in the matter; for lapses from their own best standards are often due solely to carelessness and to want of attention and of prompting.

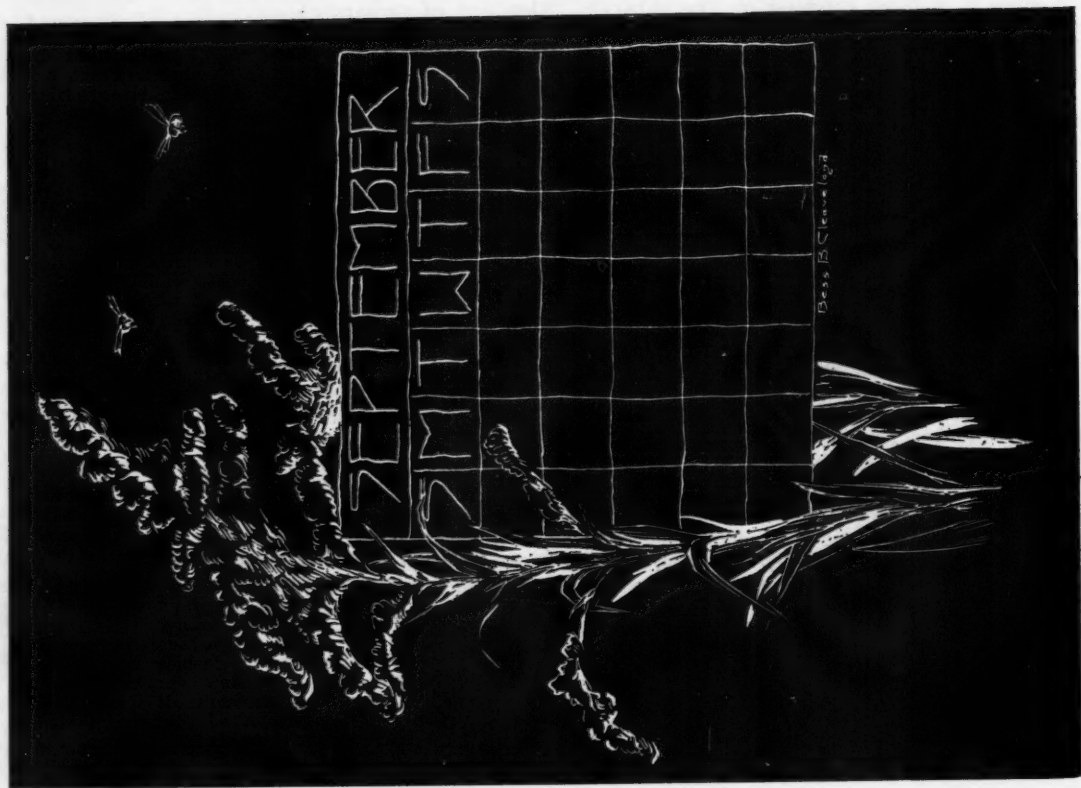
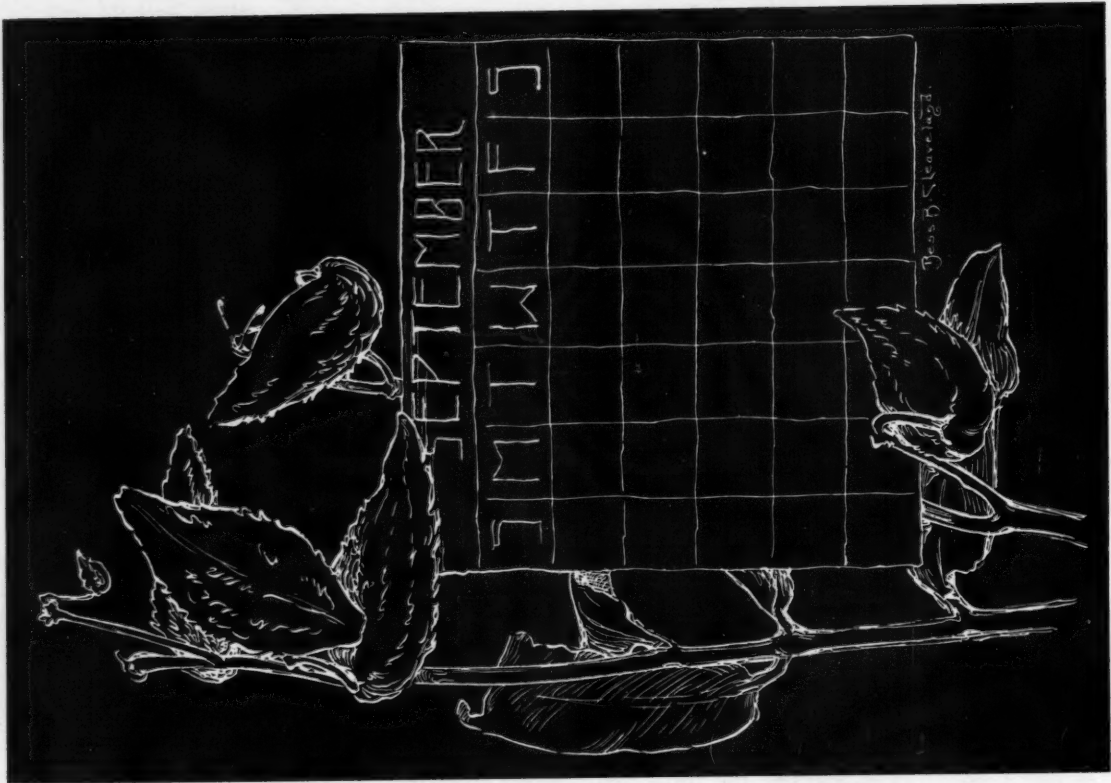
An amusing story is told of a boy who, on entering the back parlor of his home, was observed by his mother in another room, and was kindly bidden to come to her. On complying he observed that a lady visitor was present.

"You did not know that I was here," said the visitor sweetly.

"No," said the boy with childish frankness, "but I knew that *somebody* was here, as soon as I came into the house."

Evidently he had heard the ladies conversing in the "company voice." The "company voice" may not be a bad thing in itself. If it is the voice of kindness and of good humor, its only fault may be its limitation as to time and place. It may be the true and natural voice of the speaker, which on other occasions is supplanted by a worried, harsh, or unsympathetic voice unhappily acquired.

Teachers—often more often than parents—impress their manners and habits upon pupils of a very susceptible age. It is important that the teacher prove a true exemplar in manners as well as in morals. The influence of example is apt to be very strong, especially where the exemplar is respected and loved. But example is not all. There is much need for precept and suggestion in the matter of politeness and propriety; and when these are kindly given they are likely to be well received by pupils.



Memory Gems for September

(Saturdays and Sundays omitted)

SEPTEMBER 1.

'Tis the radiant rare September,
With the clusters ripe on the vine.

SEPTEMBER 2.

Sow a thought, you reap an action.

SEPTEMBER 5

And now, with autumn's moonlit eves,
The harvest time has come.

—WHITTIER.

SEPTEMBER 6

Late poppies grow along the garden passes,
And light winds gossip in the ripening corn.

—ELLIOT C. TRUE.

SEPTEMBER 7.

We rise by the things that are under our feet,
By what we have mastered of good or gain.

—J. G. HOLLAND.

SEPTEMBER 8.

He whose heart beats quickest, lives the
longest.

P. J. BAILEY.

SEPTEMBER 9.

They's been a heap o' rain, but the sun's out
to-day,

And the clouds of the wet spell is all cleared
away.

—RILEY.

SEPTEMBER 12.

We have not wings, we cannot soar;
But we have feet, to scale and climb.

—LONGFELLOW.

SEPTEMBER 13

There is ever a song somewhere, my dear,
Be the skies above or dark or fair.

—RILEY.

SEPTEMBER 14.

Time lost is never found again.

—FRANKLIN.

SEPTEMBER 15.

Too low they build, who build below the stars.

—YOUNG.

SEPTEMBER 16.

One cannot always be a hero, but one can al-
ways be a man.

—GOETHE.

SEPTEMBER 19.

You will find that luck is only pluck
To try things over and over.

—ELLA HIGGINSON.

SEPTEMBER 20.

Many a word at random spoken,
May sooth or wound a heart that's broken.

—SCOTT.

SEPTEMBER 21.

The worthiness of life depends upon the way
in which the every-day duties are done.

—THEODORE ROOSEVELT.

SEPTEMBER 22.

Pass, therefore, not to-day in vain,
For it will never come again.

—OMAR KHAYYAM.

SEPTEMBER 23.

Aim to be what you would like to seem to be.

SEPTEMBER 26.

Bright washed face with smiles, and words of
welcome and gladness
Fell from her beautiful lips, and blessed the cup
as she gave it.

—LONGFELLOW.

SEPTEMBER 27.

When you have work to do,
Do it with a will;
They who reach the top,
Must first climb the hill.

SEPTEMBER 28.

Glad each morn to school we go,
Child with child returning;
Seeds of knowledge glad we sow,
Future harvests earning.

—From the German.

SEPTEMBER 29.

Somewhere the flowers are springing,
Somewhere the corn is brown,
Ready unto the harvest,
To feed the hungry town.

—SHAW.

"My notion of a country school is a vine-cov-
ered cottage in the middle of a garden, with
fruit and flowers and vegetables growing all
about it. It should have a stable attached with
horses, cows, chickens, a good well, plenty of
hay and fodder, and a little repair shop con-
nected with the barn, where boys might learn
something of the trades that are necessary for
a farmer to know. Inside the school there
should be, in addition to the assembly room, a
kitchen, dining-room, and bedroom, where the
children might learn to cook their own dinners,
wash dishes, set the table, and make the beds
and take care of the home."

So says Booker T. Washington in *The Out-
look*, and therewith he has set a standard for
the country schools of the whole country. A
self-respecting agricultural people cannot be
satisfied with less.

Ethics thru Literature

By HARRIET E. PEET, State Normal School, Salem, Mass.

BIBLIOGRAPHY FOR TEACHERS

- "Every-day Ethics," Ella Lyman Cabot.
"The Nature of Goodness," George H. Palmer.
"The Moral Economy," Ralph Barton Perry.
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The direct teaching of ethics in the public schools is beset with dangers. If the lessons are made personal, sermonizing, or indelicately handled in any way, they do more harm than good, for the children are either antagonized by them or they are made self-righteous. Children are crude in their ethical ideas. They do not understand the absolute necessity of the fulfillment of the moral law if they themselves are to reap any richness in life, nor do they have any idea of the nature of the law. It is for this reason that there is great need, not only of the noblest examples of morality among teachers, but of direct teaching of the subject. Can a means be found which is effective and at the same time avoids the dangers of too personal an approach?

It must at all times be remembered that the mind appropriates a truth with enthusiasm, which it has worked out itself, but that a truth forced upon it, is, at best, only tolerated. It is in the recognition of this fact, the superiority of indirect suggestion over direct, in which the secret of success in teaching ethics lies. It was Tennyson who said:

Truth embodied in a tale
May enter in at lowly doors.

He might have put it even more strongly. It not only enters lowly doors, but it is made welcome there and everywhere, because it works humbly and never forces its way. It is because this is true that we may turn to literature for our material in ethics and find all we wish in impersonal treatment of intimate things, an effective indirect teaching, rather than an ineffective direct teaching, a vigor and a vividness, and all those things which bring literature close to life itself.

It is not moralizing literature that fulfills this ideal, but that which shows the intrinsic significance to human life of certain lines of conduct—something of force, vitality, and picturesqueness. Such literature, for example, as the story of Maggie and Tom Gulliver and the lop-eared rabbits from "The Mill on the Floss." The ethics in this tale lie in the idea of responsibility. Maggie, a heedless, warm-hearted child, promises to take care of her brother's pet rabbits while he is away at boarding-school. He returns and finds them dead. Maggie had forgotten them. The problem for the children to discuss is that of where the wrong lay. Who was to blame, Maggie or Tom? Maggie had the best of intentions. Was she to blame for the heedlessness which she could not help?

What truths shall be taught? Where can literature be found which will help to carry the truths home to the children? The cardinal virtues are truth, honor, loyalty, courage, temperance, justice, tolerance and good will; but these, perhaps, according to certain modern thinkers, take care of themselves if it is once grasped that goodness is an active, thoughtful steadfastness to the largest purpose we can acquire in life. In other words, virtue consists of loyalty to an ideal, and this, since loyalty can not be realized without such virtues as truth, tolerance and sympathy and the rest, embraces them all.

We would teach an aggressive dynamic morality, a morality that brings fulfillment to life and gives the individual a sense of power and dignity. The literature which we would use must meet this ideal. It must be true and effective, such as can be found only among masterpieces, for it is only in the works of great men that life is truthfully portrayed.

One of the earliest lessons in loyalty is that in the necessity of keeping a promise. The following exercise is one that was worked out in a seventh grade class. The questions were discussed, the story of Maggie and Tom Gulliver read and talked over, and finally the children wrote their conclusions.

KEEPING A PROMISE.

Does a strong character break or keep promises?

Why should promises be kept?

What kind of promises should be broken?

How prevent ever having to break promises?

How can forgetfulness be prevented?

When it is easy for a person to keep promises, does he deserve as much credit as a weak or heedless person who makes himself keep a promise?

THE LOP-EARED RABBITS

The story begins with Tom's return from boarding school and the elaboration, presentation to Maggie of a fish-line. Tom finally asserts that he will go and see his rabbits.

Maggie's heart began to flutter with fear. She dared not tell the sad truth at once, but she walked after Tom in trembling silence as he went out, thinking how she could tell him the news so as to soften at once his sorrow and his anger; for Maggie dreaded Tom's anger of all things; it was quite a different anger from her own.

"Tom," she said, timidly, when they were out of doors, "how much money did you give for your rabbits?"

"Two half-crowns and a sixpence," said Tom, promptly.

"I think I've got a great deal more than that in my steel purse upstairs. I'll ask mother to give it you."

"What for?" said Tom. "I don't want your money,

you silly thing. I've got a great deal more money than you, because I'm a boy. I always have half-sovereigns and sovereigns for my Christmas boxes, because I shall be a man, and you only have five-shilling pieces, because you're only a girl."

"Well, but, Tom—if mother would let me give you two half-crowns and a sixpence out of my purse to put into your pocket and spend, you know, and buy some more rabbits with it?"

"More rabbits? I don't want any more."

"Oh, but, Tom, they're all dead."

Tom stopped immediately in his walk and turned round toward Maggie. "You forgot to feed 'em, then, and Harry forgot?" he said, his color heightening for a moment, but soon subsiding. "I'll pitch into Harry. I'll have him turned away. And I don't love you, Maggie. You sha'n't go fishing with me to-morrow. I told you to go and see the rabbits every day." He walked on again.

"Yes, but I forgot—and I couldn't help it, indeed, Tom. I'm so very sorry," said Maggie, while the tears rushed fast.

"You're a naughty girl," said Tom, severely, "and I'm sorry I bought you the fish-line. I don't love you."

"Oh, Tom, it's very cruel," sobbed Maggie. "I'd forgive you, if you forgot anything—I wouldn't mind what you did—I'd forgive you and love you."

"Yes, you're a silly; but I never do forget things, I don't."

"Oh, please forgive me, Tom; my heart will break," said Maggie, shaking with sobs, clinging to Tom's arm, and laying her wet cheek on his shoulder.

Tom shook her off, and stopped again, saying in a peremptory tone, "Now, Maggie, you just listen. Aren't I a good brother to you?"

"Ye-ye-es," sobbed Maggie, her chin rising and falling convulsedly.

"Didn't I think about your fish-line all this quarter, and mean to buy it, and saved my money o' purpose, and wouldn't go halves in the toffee, and Spouncer fought me because I wouldn't?"

"Ye-ye-es—and I—lo-lo-love you so, Tom."

"But you're a naughty girl. Last holidays you licked the paint off my lozenge-box, and the holidays before that you let the boat drag my fish-line down when I'd set you to watch it, and you pushed your head thru my kite, all for nothing."

"But I didn't mean," said Maggie; "I couldn't help it."

"Yes, you could," said Tom, "if you'd minded what you were doing. And you're a naughty girl, and you sha'n't go fishing with me to-morrow."

Maggie stood motionless, except from her sobs, for a minute or two; then she turned round and ran into the house, and up to her attic, where she sat on the floor and laid her head against the worm-eaten shelf, with a crushing sense of misery.

* * * * *

But she knew Tom's step, and her heart began to beat violently with the sudden shock of hope. He only stood still at the top of the stairs and said, "Maggie, you're to come down." But she rushed to him and clung round his neck, sobbing, "Oh, Tom, please forgive me—I can't bear it—I will always be good—always remember things—do love me—please, dear Tom!"

Maggie and Tom were still very much like young

animals, and so she could rub her cheek against his, and kiss his ear in a random, sobbing way; and there were tender fibres in the lad that had been used to answer to Maggie's fondling, so that he behaved with a weakness quite inconsistent with his resolution to punish her as much as she deserved. He actually began to kiss her in return, and say,—

"Don't cry, then, Maggie; here, eat a bit o' cake."

Maggie's sobs began to subside, and she put out her mouth for the cake and bit a piece; and then Tom bit a piece, just for company, and they ate together and rubbed each other's cheeks and brows and noses together, while they ate, with a humiliating resemblance to two friendly ponies.

"Come along, Maggie, and have tea," said Tom at last, when there was no more cake except what was downstairs.

Of the two characters Maggie is the more lovable. Tom is hard and selfish; Maggie only heedless. Tom is to blame for his intolerance; Maggie for assuming a responsibility which she could not meet. She should have prepared for what she knew to be her fault, her forgetfulness, either by impressing her own mind with the task, or by a reminder.

SUMMARIES BY CHILDREN

I.

Strong characters keep promises if they think they are right. Weak ones generally forget unless they have something to remind them. A strong character thinks before he makes a promise, then, if it is wrong, he breaks it. A weak character makes a promise without thinking. Then he breaks it without thinking if it is right to break it or not. No one should make a bad promise, but many do. If you make a promise be sure to keep it, if it is a good one.

II.

There are times in one's life when they have to keep or make a promise. A strong character thinks before making one, but he cannot always tell of what kind it will be. A weak character often makes what he knows to be a bad promise and thinks it over after he has made it. Then it is frequently broken. Promises are often made by strong characters which do not turn out well, but then they break them.

A good promise should always be kept, and a forgetful person should try his best to remember his promises and keep them.

III.

The remedy for forgetfulness in this one is certainly definite:

You can generally depend upon a person with a strong character to keep a promise unless it was not a good one. A person with a weak character is more likely to forget. A promise should be kept if a person wants to have a good reputation.

The proper way to keep a promise is to write it down in a notebook. This will prevent forgetfulness.

IV.

This summary is as brief as it is forceful:

Never break a good promise. Never make a bad promise. If you are forgetful, always when making a promise do something to remember it by. Remember that if you break a promise your reputation goes with it.

Sentences from other summaries:—

A broken promise is as bad as a falsehood; your reputation goes with it.

You need not worry in asking a promise of a strong character, for he will study the promise before he makes it. This means he will keep it.

You should always look to the end before you make a promise.

If a person who is very forgetful makes a promise and remembers to keep it he deserves credit.

A strong-minded person thinks before he makes a promise. A weak person usually makes his promise before he thinks.

Language and Reading in the Grammar Grades

By HANNAH HARRIS, State Normal School, Hyannis, Mass.

If you should come into the training school some afternoon at just the right moment and make your way upstairs to the room of the fifth grade pupils, you might find them in the midst of what would look at first sight like mere play. To be sure, the room is orderly, and some of the children are sitting very quietly in their seats. They are watching with interest a group of children in the front of the room. What this group is doing it is difficult at first to guess, but altho stage, scenery, and costumes are all lacking, before you have watched them long, you realize that some of the children are acting a play, and the rest of the class are enjoying it.

The gestures are crude, and the speeches are short, but the children's earnest interest in their own performance would win attention. The performance is, to be sure a play but it is not *mere* play. Much hard work, as well as pleasure (or, I'd better say, much hard work that was a pleasure), had gone into its accomplishment.

First the teacher has told the children some story from American history, a long story—perhaps all that would interest them in the early life of Washington or of Lincoln or of Benjamin Franklin. This has taken the time of the history recitations for a week or two. The children have retold the story, to make sure that they had the important points in mind; then they have chosen what parts of the story would make the scenes of a play. Next they have written the play, every word of it, thinking out carefully the speeches appropriate to each character in order to bring out the historical facts. Finally those who have been chosen by vote of the class to give the play have committed their parts to memory and studied what movements and gestures belong with the words. Now all, actors and audience, are enjoying the result of their labors.

It is not a very finished historical drama, but if you will remember how things appeared to you, when you used to play circus in the barn, or act out the story of Cinderella in a corner of the kitchen curtained off by a table cover thrown over the clothes-horse, you will realize that to these children all which they have been

trying to represent has seemed very real and vivid.

What have they gained? The chance to *live*, for the moment, an incident in the life of a historical character, hence a permanent interest in that character; knowledge of some historical facts; more power to choose just the language which will best express their meaning. They have even gained the ability to spell some new words and to use capitals and commas correctly. In short, they have been having history and language lessons, which have been none the less effectual because they have been enjoyed.

Or your visit may be to the children of the sixth grade, and you may find them deciding what object they will draw to illustrate a series of stories which they are making up into a book. They hesitate whether it shall be a shield, to symbolize the fearlessness of heart which kept the mythical hero of the Germans, Siegfried, safe from every harm that the wicked underground people could plot; or whether it shall be a boat, to remind one of the bravery of Grace Darling making her rescues from a wreck; or whether they had rather illustrate the last story in the book.

The last story in each child's book is his very own. He has not only written it, but he has made it up, to show how a child of his own age and in his own conditions of life might show courage—that quality of character which is the central thought of each of the other stories, no matter how widely separated in time or in circumstances the heroes may have been. Again we call this a series of language lessons, combined this time with literature and with drawing.

In the seventh grade, the children begin to keep a diary in which will be written each day for a week or two just what each child has done that day to help at home, inside or outside the house. We should be glad to learn whether this calling attention, right in the midst of the school work, to the fact that hand work as well as head work has its place in the world and that usefulness at home is worthy to be noticed does at all aid in strengthening the spirit of helpfulness shown there. We hope that it

may, but at all events we are sure that the children are having good language lessons. They are learning to express themselves in brief, clear sentences upon commonplace, everyday matters, such as make up a large part of the lives of all of us. This is the kind of writing, I suppose, that they will have most frequent occasion to practice outside the schoolroom.

Along the same line is some work which the eighth grade does in preparation for the planting of the school garden. The children write letters to order, first seed catalogues, then seeds, and perhaps gardening tools, and so will learn the proper form for a business letter. They keep diaries to show not only what they have done each day in the garden, but also what they have learned by observation, under the teacher's direction, about the different kinds of soils, about the growth of plants, about harmless and destructive insects, and all the other science lessons that are best learned by working in Dame Nature's own laboratory.

Now just a word to the principles that underlie a course of such lessons as I have attempted to describe, by means of a few typical examples.

First—Skill in the use of language, that is, the art of speaking and writing correctly and effectively, is attained like any other art, only by much practice. I think it is Prof. Arlo Bates, of the Institute of Technology, who, in answer to a freshman's anxious inquiry for aids to the forming of a literary style, said, "I know of just three rules that will be useful to you. The first is 'Write!' The second is 'Write!' The third is 'Write!'"

Furthermore, it is almost useless to expect children to talk or write feelings which they wish to express. We all know the old style of school composition which Mark Twain satirized in that familiar composition of his, purporting to be written by a boy, upon "The Horse." I may not quote it exactly, but you remember it begins somewhat like this: "The horse is a animal. It has a head and a tail. It has four legs, one at each corner." Now this style is an entirely natural result of trying to write when one has not the slightest interest in his subject. We should try to avoid all that sort of thing by supplying children with subjects in which they are interested.

And lastly because these subjects must be held in mind so long as to make a real impression on the child's self try to choose subjects which are *worth while*, i. e., such as furnish the children with new and valuable ideas or such as influence their feelings in right directions.

One may, perhaps, wonder if we have dropped out of our course the time honored study of the parts of speech and the analysis of sentences. By no means. In the three highest grades we teach the pupils about the work of words and their relations in sentences, as fast and as far as they are able to grasp the subject. We try, also, to make their knowledge of the science of


grammar, as fast as they acquire it, helpful in the practical work of expression previously described. I have devoted less time to speaking of this side of the language work only because it is a side that is more familiar to all of us from our own school days.

In the reading classes we try to teach the children not only to stand up straight, to speak out plainly, and to pronounce their words correctly, but also try to help them to grasp fully the meaning of the printed page before them, and to enter sympathetically into the spirit of the poem or story or whatever it may be. We are especially desirous that these reading lessons shall help the boys and girls to have a genuine taste and eager appetite for good literature; shall make them incapable of enjoying the trash that finds its way into print in the form of cheap novels and yellow journals.

To help toward this end we have a little library in each school room for the upper grades, consisting of such books as we hope the children will enjoy and get only benefit from reading. There are over a hundred of these books in all, the largest number, of course, being in the room which belongs to the eighth and ninth grades, since the boys and girls there are at the stage when reading to themselves no longer presents difficulties and may be a source of great pleasure. These books are entirely at the service of the pupils. They are cordially invited to take them home whenever they like.

A Dollar Dress Movement

A number of the girls of the Irving High School in New York, says the *Pathfinder*, at the recent commencement set an example in economy by limiting the cost of their dresses to a dollar. Some of the dresses cost considerably less, and the verdict of the audience was that they were fully as attractive as the very elaborate and expensive ones. And the wearers had the added satisfaction of knowing that they were helping to make the poorer girls feel content. The New York *Globe* observes: "The dollar-dress idea is a creditable one, creditable to the teachers who suggested it and creditable to the girls who enthusiastically carried it thru. It proved a lesson in clothes economy, in how to make a little go a long way, and perhaps it will serve a little to correct a tendency which has become so serious of late as to be actually embarrassing to many families—the tendency to make graduation, whether from high school or college, almost as much of a clothes event as a wedding."

 The Cheerful Confidant of The School Journal has not yet returned from his vacation. He will be with us again in October. "Cheerful Confidences" will thereafter appear every month as heretofore.

Practical Nature Study

By FRANK OWEN PAYNE

Mammals

The mammals are the highest animals in their development. They are the largest of the animal kingdom, and they are of most importance to man. Mammals differ from all the forms which have been presented so far in this series (see THE SCHOOL JOURNAL for 1909 to 1910) in the fact that they bring forth their young alive and nourish them with milk.

As the reptile was found to be covered with scales and the bird with scales and feathers, so the mammal has a distinctive covering, namely hair.

Hair may appear in various forms, and be known as bristles, fur, wool, etc., but it is essentially of the same nature, and its modifications are merely adaptations to environment.

Thus the elephant and many other tropical creatures are almost naked, while animals of cold regions have dense clothing of fur or wool.

It is the purpose of this chapter to consider a few typical mammals. First, which are of practical use to man, and, second, which represent widely different types.

Type Lessons

I. THE HORSE.

This most valuable animal is chosen because it is so abundant and so easily observed. Whether in the country or town, horses are common. Moreover, they will stand still while being observed, all unconscious that they are being studied.

Exercise.—What is the covering of the horse? (Skin covered with short hair.) What parts of the body have hair of special character? (Back of neck and tail.) Describe the mane and tail. (Coarse, long, etc.) Notice the feet. How many toes? (One.) What is this toe called? (A hoof.) Feel of the hoof just above the second joint and see if you can discover two small, sharp bones under the skin (splint bones). These are the remains of undeveloped toes which correspond to the second and fourth fingers. The hoof is really the nail of the middle finger.

Open the mouth and examine the teeth. Has the horse teeth in both jaws? How do the side teeth differ from the front teeth? The front teeth are for biting, while the side ones are for grinding.

What is the food of the horse? (Grass, hay, grain.) Note the daintiness of most horses regarding their food and drink.

What means has the horse for offense and defense? (Teeth, heels and ability to run away from danger.)

Varieties.—Compare various horses, such as Normans, Percherons and other draft horses

with the slender, graceful and light-built race horses, and the small-sized Shetland ponies.

USES. (1) As a *beast of burden* the horse has been used for centuries in almost every part of the world. Arabia, in ancient times, Russia and Kentucky, to-day, are famous for the quality of horses produced in those places.

(2) As *race horses*, large numbers are bred annually, and vast sums of money are expended upon this sport.

PRODUCTS.

Horse flesh is eaten in France, Germany and elsewhere, but on account of the great value of living horses, the flesh is too expensive to be used as a general article of diet.

Horse hide is used for the manufacture of the famous "Cordovan leather," for shoes, saddles, razor strops, etc.

Horse hair is used extensively for weaving into haircloth, for furniture, and in the manufacture of brushes, violin bows, and various ornaments.

Curled hair is also used for stuffing cushions, mattresses, etc.

Mare's milk is used in Mexico and in some other countries. Fermented mare's milk called "Koumiss" is imported from Western Asia for medicinal purposes.

Manure is the most common fertilizer used on farms. It is also used for heating hot beds, as it develops much heat during fermentation. Old manure heaps are also a source of niter crystals, which are used in manufacture of gunpowder and preservation of foods.

RELATED ANIMALS.

(1) The ass is used in Asia as horses are in the United States. In the West they are commonly called donkeys, or burrows. *Mules* are hybrids between horses and asses. They have the strength of the latter and much of the intelligence of the former.

(2) The zebra is a wild animal of Africa, closely resembling an ass, but beautifully striped with white and black.

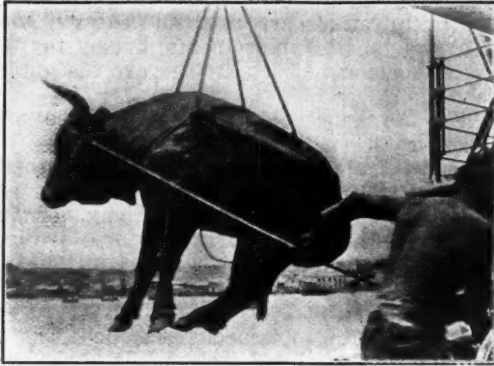
II. THE COW.

Covering of the animal (hair). Is there a mane? Compare the tail with that of the horse. The feet (cloven). The *teeth* (none in front of the upper jaw). Weapons of defense and offense (*horns*).

Food and feeding habits (chewing the cud). Varieties of cattle (Jersey, Alderney, Gurnsey, Durham, etc.).

Follow the same general plan as outlined for the horse, calling special attention to those features which are distinctive of the class of *cud-chewing animals*, i. e., *cloven feet*, *horns*, etc. These three characteristics usually go together.

USES. Like the horse, cattle are used to



Loading Cattle on Steamer—Valparaiso, Chile

some extent as beasts of burden. But cows are seldom so used. Oxen are employed where great strength is required, and speed is not essential.

PRODUCTS.

(1.) *Beef* is the most important of flesh foods. Cattle are cultivated everywhere for their flesh. United States, Argentina and Australia export the greatest number of cattle for slaughtering. Large cattle like the "Durham" breed are cultivated for flesh.

(2.) *Hides* are exported from all cattle-raising countries for the manufacture of leather.

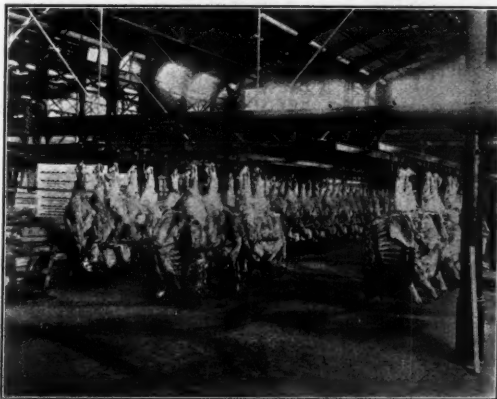
(3.) *Tallow* or beef-fat is an article of export used in the manufacture of soaps, candles, oleomargarine, etc.

(4.) *Milk*, condensed milk and the dairy products, butter and cheese, are valuable commercially in all countries of the world.

(5.) *Sugar* of milk (lactose) is used in medicine and in the process of silvering mirrors.

(6.) *Beef* products such as smoked beef, salted beef, beef extract, canned, preserved and potted beef are among the best known articles of food.

(7.) *Hair*. The long hair of the tails is



Beef in Cold Storage—Sydney, New South Wales, Australia

employed for the same purposes as horse hair, but the short hair is used.

(a) For mixing with plaster to render it more tough and less likely to break.

(b) For making certain coarse kinds of felt used for roofing and building paper.

(8.) *Bones* are used for making buttons, handles of tooth brushes, etc., and the waste is calcined into what is known as "bone black," used for filtering and refining sugar. Bone black is also an ingredient of shoe blackings.

(9.) *Other products:*

(a) *Horns*, used for buttons, knife handles, etc.

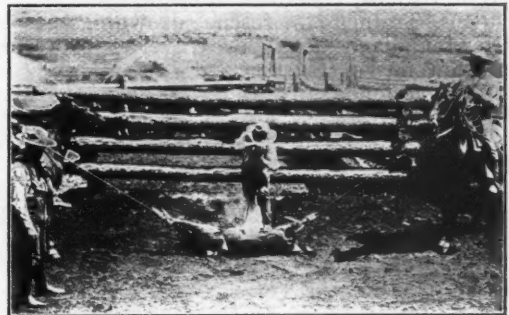
(b) *Gelatine*, made from bones, feet, etc., boiled and strained.

(c) *Glue*, made from bones, softened with hydrochloric acid.

(d) *Neat's Foot Oil*, used as a lubricating oil in machinery.

(e) *Rawhide*, used for making ropes, whips and belt lacings.

(f) *Dried blood*, used for purifying sugar, clearing wines, calico printing and dyeing.



Branding Cattle—Alberta, Canada

(g) *Fertilizers*, made from the waste after all other uses have been exhausted. No part of the animal is wasted.

RELATED ANIMALS.

(a) Among domestic animals the *sheep* and *goat* are cud-chewing animals, and hence they have the same general characteristics, i. e., *horns* and *cloven feet*.

Mutton, sheep skin, chamois leather, morocco, wool and catgut are all valuable products of the sheep, while goat flesh, milk, Angora leather, kid, hair, mohair, and cashmere wool are products of the goat.

(b) Among wild animals, deer, bison, antelope, giraffe, camel and many other animals belong to this group. Camel's hair used for shawls, underwear and hosiery, alpaca wool used in fine fabrics, and the hides of deer and bison are exceedingly valuable products.

OTHER MAMMALS.

(a) *The Pig*.—Covering, a thick hide clothed with stiff bristles. Feet having *four* toes. Teeth in both jaws and very different from those of horse or cow. Habits, generally re-

pulsive and disgusting, altho swine are not half so filthy if given a decent place to live in. Feeding habits and the peculiar nose which adapts the pig to root for food deserve attention.

Products.—(1.) Pork, fresh, salted, smoked, pickled, hams, sausage, bacon, etc., are of great importance.

(2.) Lard, or the fat of hogs rendered by heating, is extensively used for food.

(3.) Lard oil is produced by compressing lard in woolen bags under great pressure. It is used as a lubricant and illuminant.

(4.) Pig skins when tanned make very beautiful leather, which is used for saddles and satchels.

(5.) Bristles are used for brushes of all sorts.

(b) *The Dog.*—Study the dog as with the preceding animals. Covering of hair which varies greatly with the different varieties. Feet, with five toes having claws. Teeth, sharp, fitted for cutting and tearing flesh.

USES. (1) As a beast of burden in the Arctic regions, Holland and elsewhere.

(2.) Trained to rescue drowning people (Newfoundland dogs) or travelers overcome by snowstorms (St. Bernard).

(3.) Trained to protect houses (various watch dogs).

(4.) Trained to watch flocks (shepherd dogs).

(5.) Trained to track slaves and guilty people escaped from confinement (blood-hounds).

(6.) Household pets.

PRODUCTS.

(1.) Skins, tanned and used for glove leather.

(2.) Astrakhan dog skins used for fur coats, muffs and collars. Related animals.

Wolves, foxes and jackals are all closely related to dogs. No wild dogs are known, and the origin of our domestic dogs is unknown.

(c) *The Cat.*—No other mammal is so easy to secure for study. Its covering of fur, its cushioned feet having five toes, each armed with sharp claws which can be extended or drawn in at will, and its sharp, cutting teeth are characteristic of the highest type of flesh-eating animal.

How is it possible for a cat to walk noiselessly when a dog clatters along? Study the remarkable eye of the cat. Compare the pupil in sunlight with its appearance in a darkened room. Of what use is this to the cat? The cat has "whiskers." Of what use are they?

USES. Cats are useful in ridding houses of rats and mice, but they destroy so many birds that it is a question whether the cat is a desirable or an undesirable animal.

Products. (1.) Cat skins are tanned and used as cheap fur.

2(.) Cat skins are also use to excite electricity.

(3.) Intestines are used as "cat gut" for strings of musical instruments, but by far the greater amount of such strings are the gut of sheep.

(4.) As household pets the Maltese and Angora cats are much prized.

Related Mammals.—Lions, tigers, panthers, leopards, cougars, jaguars and wild cats are relatives. Weasel, seal, mink, lynx, ermine and many other carnivorous creatures are valued for their furs.

Animal products not derived from the foregoing mammals:

(1.) *Ivory* is obtained from the tusks of elephants, narwhal and walrus. It is used for fancy carvings, billiard balls, handles.

(2.) *Furs* are obtained from beaver, otter, sable, fox, skunks, musk rats, opossums and many other animals.

(3.) *Musk* is a perfume obtained from the musk deer. Similar scents are obtained from the musk ox, musk rat and the civet cat.

(4.) *Ambergris* is a fragrant, waxy material found in whales. It is often found floating at sea, having been disgorged by whales. It is very valuable and is used in the manufacture of perfumery.

(5.) *Spermaceti* is a sort of wax secreted by the sperm whale. It is used for making candles, for waxing cartridges and in various pharmaceutical preparations.

PROCESSES OF MANUFACTURE.

When possible, it is desirable for children to see the processes of manufacture of all sorts of things. The sign "Keep out" or "No admittance" so often seen at factory doors is not meant for people who come to see and observe and learn. Such forbidding signs are designed to keep out disorderly persons and loafers. The writer has never been refused when he asked permission to bring a class into any factory. During the present year, for example, the following institutions have been visited and profitably studied:

1. New York Central Grain Elevators.
2. American Malting Company.
3. Ladue Leather Company.
4. Franco-American Soup Company.
5. Colgate Soap Company.
6. New York Gas Company.
7. Havemeyer Sugar Refinery.
8. The stock yards.
9. A large abattoir.
10. A great refrigerating plant.
11. The Schultz Bottling Works.
12. Dallger Brewing Company.
13. National Biscuit Company.
14. Hecker Milling Company.

Arrangements were made beforehand, and in every case guides met the party and conducted the pupils thru every department of the factory, in many cases giving samples to illustrate the steps in the process.

(To be continued next month)

Outlines in Geography

By LYDIA M. WILBUR, Minnesota

These outlines are intended to serve as a guide to the teacher, and may be used with any text.

The lists of questions are to be placed on the blackboard, and used by the class in preparing the lesson.

One lesson period a week should be given to related supplementary reading, which may include stories of travel, industries, history, and physical geography. "Carpenter's Geographical Reader" is an excellent book for this purpose. Use pictures as often as possible. They may be gathered from a variety of sources—magazines, railroad folders, postcards, and so on.

LESSON 1—THE UNITED STATES.

Make traced maps of the United States, and locate the most important mountain ranges, lakes, rivers, and cities; the Great Basin, Atlantic Slope, and the divisions of the Great Central Plain. Have the names written on the maps, as in the illustration. This is to be class work.

LESSON 2—ROCKY MOUNTAIN HIGHLANDS.

1. How many ranges does it include? What are they?
2. Where is the Great Basin? What is its surface? What is the climate? Why?
3. Where is Great Salt Lake? Why is it salt?
4. What is mined?
5. What is one important river? (Colorado.) What can you tell about it? (Canyons.)
6. What is the climate west of the Sierra Nevada and Cascade Ranges? Why?
7. Where is most of the farming done? What is raised?
8. Where are the forests?
9. Name two important cities and tell why.

LESSON 3—GREAT CENTRAL PLAIN.

1. How far does it extend?
2. Into how many parts is it divided? What are they?
3. What is the surface?
4. Where is the Height of Land? What is it?
5. What great river drains this plain?
6. What is the climate of the Western Plains? Why?
7. What is raised there?
8. What is the climate of the Prairies and Southern Plains? Why?
9. What is raised on the Prairies? On the Southern Plains?
10. Name three important cities. Tell why each is important.

LESSON 4—THE GREAT LAKES.

1. If all the water of the Great Lakes could

be taken away, what would you find there? (Five great valleys.)

2. What river drains them? Which way does it flow?

3. Where is the Niagara River? From what lake does it flow?

4. What do you know about Niagara Falls?

5. How can large boats go from one lake to another?

6. Name several large cities on these lakes.

LESSON 5—READING.

Chapter 22, "A Journey on the Great Lakes," from Carpenter's "Geographical Reader"; or other selected reading.

LESSON 6—APPALACHIAN HIGHLANDS.

1. Why are the mountains of the Appalachian Highlands not so high as those of the Rocky Mountains? (They are older.)
2. What has worn them down?
3. What grows on the slopes?
4. What is mined?
5. What slope is east of the mountains?
6. What is the climate of the southern part of the Atlantic Slope? Why?
7. What makes the northern part so much colder.
8. What are some of the products of the Atlantic Slope?
9. Why are there so many good seaports? (Irregular coastline.)
10. Name three of the largest cities.

LESSON 7—INDUSTRIES.

Classwork—Make traced maps of the United States, and locate on them the industries.

LESSON 8—READING.

Chapter 1, "General View of North America," Carpenter; or other selected reading.

LESSON 9—ORAL REVIEW.

LESSON 10—WRITTEN REVIEW.

Lake Commerce

Commercial movements on the Great Lakes during June and the six months ending June of the present year, as measured by the volume of shipments between domestic lake ports, show large gains over like figures of the preceding years, including 1907, a most favorable year in the history of lake commerce. The total June shipments of the present year, as reported to the Bureau of Statistics of the Department of Commerce and Labor, 13,603,516 gross tons, exceeded the June, 1907, shipments by over 16% and the 1909 shipments by over 33%, while the six months' shipments for the present year, 30,448,065 gross tons, show an equally favorable development. The large gain is due primarily to the heavier shipments of iron ore

from the Lake Superior producing region, the monthly total for the first time exceeding the seven-million mark.

Shipments of soft coal for the month and the six months' period, 2,806,963, and 5,913,177 gross tons, respectively, were also the largest on record for the periods named.

Lumber shipments for the month and season, 154,748 and 461,463 M feet, while heavier than during the two previous years, fell short of the corresponding 1907 figures.

The grain shipments during the month and season, while heavier than the corresponding shipments during the two previous seasons, show, however, considerable decreases when compared with 1906 and 1907 figures.

Shipments of iron manufactures, 264,513 tons in the first half of 1910 (chiefly from Cleveland, Buffalo and Ludington), greatly exceed corresponding figures of any earlier year, while those of pig iron were slightly larger and those of copper and salt less than in 1909.

Jamaica

The Island of Jamaica has a population of about 800,000. Fully one-half of the people are poor. 100,000 of them live on an average income of about 12 cents per day. In 1909 goods to the value of more than \$10,000,000 were exported, of which the United States bought about 60 per cent. In the same year the island imported merchandise to the value of about \$11,800,000, of which the United States supplied about 47½ per cent. Almost all the American imports from Jamaica are bananas, of which over 13,000,000 bunches were shipped in 1909.

Of the available land on the island, 242,000 acres are tilled lands, 590,000 are used for growing grass and for pasture, and over 1,270,000 acres are woodland. Of the 242,000 acres under cultivation, in round numbers 28,000 are in cane, 26,000 in coffee, 10,000 in cocoanuts, 57,300 in bananas, 110,000 in vegetables and root crops, 7,000 acres in cacao, and about 2,500 acres in minor products. The \$10,000,000 worth of exports derived from this cultivation is more than half fruit, while \$1,000,000 represents the product of Jamaica rum, distilled from molasses.

The cultivation of sugar has declined from 47,000 acres in 1869 to 28,000 acres in 1909, caused by the abolition of slavery and abandonment of plantations. The negro is gradually acquiring land. Labor is cheap, but ineffective.

Jamaica apparently suffers from lack of enterprise and capital. If these were supplied the country could well do a combined annual business five times that now done. Jamaica is doing very well, considering the great loss caused by the earthquake only three years ago. Marked improvement is noted in the appearance of Kingston, tho there are still many piles of ruins which record the financial ruin of the owner.

Fruit Culture in Austria

Consul-General Charles Denby, of Vienna, furnishes the following information concerning fruit culture in Austria and the crop prospects:

The principal fruit-producing districts of Austria are Bohemia, Styria and Tyrol, in which a combination of good climate and good soil have induced the development of high-grade fruit culture. In Bohemia fruit is grown chiefly on trees scattered thru and along the borders of fields in which other crops are cultivated; orchards devoted entirely to fruit trees are not the rule. In Styria the practice is to grow fruit, in conjunction with cattle-raising, on scattered trees in pasture lands, one reason for which is that Indian corn is a great Styrian crop, and the shade of fruit trees in corn fields is injurious. In Tyrol, however, many orchards are also found, large areas being under fruit, as, for instance, the apple orchards of Meran. In other parts of Austria fruit is cultivated, tho mostly for local consumption, and it has notable commercial importance only in the three districts mentioned.

The fruits of Austria comprise all those known to central Europe. Prunes, cherries, apples, and pears are, however, the four varieties of greatest production. The export of these from Bohemia, where the Elbe River gives easy access to the German markets, amounts to many hundred thousands of dollars a year.

These fruits are sold chiefly in Germany, Italy, Switzerland, and Russia. The United States appeared as a buyer, in 1909, of nearly 1,000 pounds of walnuts and of about 25,000 pounds of cherries of the variety used in making preserves (Weichseln).

The practice in Austria is to plant fruit trees very widely apart, at a distance of 30 to 50 feet from one another, in rows about 150 feet apart, excepting prunes, which are placed somewhat nearer together. In Styria, high trees are preferred, to protect the branches from rabbits and large game in winter after heavy snow, and also because fruit is grown there in fields in which cattle are allowed to graze.

Plums, apricots, and peaches have suffered considerably, much of the fruit having fallen during the rainy period in May. The state of berry fruits is favorable, and the fig harvest in Dalmatia promises to be plentiful. The chestnut plantations are in good condition, and the development of the mulberry foliage leaves nothing to be desired, so that the silkworm culture seems assured.

In lower Austria and in Moravia the state of the vines is unsatisfactory. The growth of grapes is small and the consequences of night frosts in early April are now everywhere perceptible. In Bohemia, Styria, Carinthia, and the coast country the present state of the vines indicates a rich harvest, while in Tyrol the outlook, tho less favorable, is far from bad.

Traffic Routes of the World

To Connect the Rhine with the Rhone

A movement is on foot for the construction of canals and locks to connect the Rivers Rhone and Rhine from Lyons, France, to Kehl, Germany, via Geneva, Morges, Yverdon, Bienne, Olten, Laufenburg, and Basel. Important work has been done in the Rhone between Marseilles, Lyons, and Seyssel (France), but from Seyssel to Geneva the swift current and rapids of the Rhone, flowing partly in gorges, make it impracticable for all kinds of boats. It is therefore necessary, before making any attempt to open a water route between the lake of Geneva and the Mediterranean Sea, to build a huge dam about seventy meters (230 feet) high in the gorge at Genissiat (France) and two or three others of less importance at Chancy, La Plaine, and Chevres, in the Canton of Geneva. These dams and the locks with which they will be accompanied should make of the Rhone a navigable stream as far as Geneva, which, on account of the low bridges, would have to be passed by a canal either open or in a tunnel. From Geneva, the line would go up the lake to Morges, where the river Venoge would be utilized after having been properly deepened and dammed about ten times by

locks of an average height of ten meters (33 feet), principally at or near Denges and Pen-thaz, in order to reach the canal of Entremont, thru which the lakes of Neuchatel and Bienne would be reached by canal and some locks.

Railroad Progress in Canada

Canada will increase its traveling facilities during the next five years by at least 7,000 miles of new railroads. The construction for the present year is 1,500 miles, about the same as last year. The largest increase in mileage will be in British Columbia. The National Transcontinental—better known as the Grand Trunk Pacific—from Moncton on the Atlantic to Prince Rupert on the Pacific, 3,550 miles, is more than half completed. The Quebec Bridge now being rebuilt over the St. Lawrence, is part of this system. Of the 1,746 miles from Winnipeg to Prince Rupert 915 miles are completed, and trains are being operated between Winnipeg and Edmonton. From Prince Rupert the contract for 200 miles east has been let, and the track is being laid on the first 100 miles. The remaining 500 miles to Edmonton will be under construction this year.



Cupola and Main Saloon



Smoking Room

LUXURY IN OCEAN TRAVEL—S.S. "DEUTSCHLAND," OF THE HAMBURG-AMERICAN LINE

Under an agreement with the Alberta Government, a company has undertaken to build 600 miles of line in that Province, and has started the construction from Tofield to Calgary. In the eastern provinces, the Canadian Northern Ontario has under construction 100 miles from Toronto to Trenton, as the first section of its line to Ottawa. It is expected that contracts will be placed during the year for the balance of the line, and also for the grading of the line from Toronto to Buffalo, along the Toronto-Niagara Power Company's right of way.

The construction under way by the Canadian Pacific during the current year includes a second track between Winnipeg and Portage La Prairie, and 459 miles on six different branch lines in Manitoba, Saskatchewan, Alberta, and British Columbia. The Dominion Government has provided funds for making a start on the 600-mile line from Pas Mission to Hudson Bay, from Prince Albert to Fort Churchill. Another line known as the Hudson Bay and Pacific Railway is contemplated in the near future. The Great Northern of Canada has a large mileage surveyed for construction. In Newfoundland the Reid Newfoundland has agreed with the Government to construct 280 miles of branch lines at the rate of fifty miles a year.

The immense amount of railway construction which is being done in Canada, in proportion to its population, will be more fully realized in the fact that during the year 1909, according to the official returns of the various steam railway companies, Canada constructed 1,588 miles in new lines of railroads, while during the same period the United States built 3,748 miles.

China

Canton is becoming an important railroad center.

The Yueh-Han Railway is now open for traffic for forty-eight miles, while the grading for another fifty miles is practically completed. Last year one and a half million passengers were carried. On the Sam-Shui branch of this line three and a quarter million passengers were carried, of whom 481 were foreigners.

The official opening of the Sunning Railway took place in June, 1909, and a great event was made of it. In this district live most of the Chinese who have gone and who still go to America. The president and engineer of this line is a Chinese who obtained his railway experience on the lines in Western America. This line was built entirely by Chinese capital and Chinese labor. The line runs thirty-seven miles from Kung Yik to Toa Shan.

During 1909 the French railway was brought to within about 15 miles of Yunnan-fu. Had it not been for several washouts which occurred during the summer of 1909, construction would have been finished by January, 1910.

During the latter part of the year a start was made on the projected railway from Yunnan-fu north to Sui-fu or Lun Chow on the Yangtse. An American engineer is now in charge of the locating work in the Province of Yunnan.

The concession of the right to build the line from Canton to Macao has been given to a Mr. Leung Wan Kwai, who is floating a company for the purpose of building the road.

Colombia

Trains are now running eighty-eight miles from Puerto Berrio, a river port of the Magdalena, to Cisneros.

The construction of the Great Northern Central Railway of Colombia was carried on in 1909 to a very appreciable extent. About 18½ miles of railroad are completed from Puerto Wilches, a river port of the Magdalena, toward Bucaramanga.

Electrics for Bermuda

Consul W. Maxwell Greene, of Hamilton, writes that an electric railway system to connect all parts of Bermuda is projected by a Canadian company which is now seeking a charter. The cost of the system is estimated at \$1,000,000, the length of the road to be 30 miles. All equipment for the line is to be purchased in the United States.

The Massachusetts railway board has given permission for the Grand Trunk Railway of Canada to extend its line through the State. This will give the road an eastern terminus at Providence, R. I.

The Pennsylvania Railroad Company's \$160,000,000 terminal and tunnel project at New York was officially declared completed on August 1. Two private cars, bearing President McCreary, the directors and other officials, left Philadelphia at 1:30 o'clock that afternoon, and two hours later shot from the tube that runs under the Hudson River into the station that occupies twenty-eight acres of ground in the heart of New York City.

The terminal station, which will soon be thrown open to the public, is the largest in the world. The tunnel that leads to it, and which ultimately will give unbroken rail connection from all points in the South and West to New England, is an engineering wonder of steel tubes and concrete walls.

It costs about \$25,000 a mile to construct the ordinary steam railroad; the cost per mile of the New York terminal and tunnel has been in excess of \$600,000.

Practical Arithmetic

By L. V. ARNOLD.

Banking

Banking is a subject that includes several cases, viz.: Interest, Notes, Partial Payment and Bank Discount. Yet all these cases overlap one another and properly come under the scope of the term banking. With all the above departments of this subject, the pupil should be made familiar, but before pupils can become familiar with them, it is necessary for teachers to know general banking customs and rules. In this paper, I shall present material that I would present to a class, adding weight to the subject and arousing enthusiasm by the use of the second person. The use of the second person by the teacher and the first by the class brings out the practical side of the transaction.

"School banks offer a method of instruction in banking than which there is no better." It makes banking easy and eradicates the idea that banking business is surrounded by difficult and interwoven regulations. On only two items are the banks insistent, accuracy and promptness.

There are many methods of reckoning interest. Probably the one most widely used is the 6% method, as it affords a clear and concise foundation for any rate of interest. The 6% method, however, as well as all other methods, except the accurate method, produces only approximate results, for five or six days are lost in every year. The accurate method is usually used in reckoning the interest for 30, 60, 90 or 120 days, or at such other times as the exigencies of the occasion demand.

Bankers have a chart which they use in computing interest for irregular periods. However, most banks refuse to make loans for periods longer than four months. Their notes are usually made out for one, two, three, or four months, or thirty, sixty, ninety or 120 days. Of course, notes may be given for a shorter period than one month, or paid at any time before they become due, in which case, no interest is paid on the unexpired time. Partial payments may also be made on the face of the note, in which case a corresponding allowance is made in the interest to be paid.

In taking up the study of notes, blanks should be exhibited or distributed to the class, and checks and receipts studied by comparison with notes. Notes generally bear interest, yet this should be expressed. A non-interest bearing note is one in which it is expressly stipulated that the amount is to be paid without interest. To be negotiable a note must contain the words "To order" or "To bearer," and usually the words "Value received."

When a note falls due on Sunday or a legal holiday, it is payable in most States on the

following day of business. In a few States, "days of grace," which allow the note to lapse for from one to three days after maturity before legally due are allowed.

The ordinary and most convenient means of conducting commercial transactions is by check. A check is simply an order payable on demand, drawn by one who has funds in the bank. The amount in the body of the check should be written distinctly, beginning at the extreme left end of the blank line. This will make it more difficult for any subsequent holder to alter the amount by inserting a word before the amount you have written. You are responsible in not using care to prevent fraud, and the law holds you for the loss which some innocent party has sustained.

A certified check is one across the face of which is written "Good" with the signature of an officer of the bank on which it is drawn. Such action binds the bank to accept the paper. Checks may be drawn payable to bearer, but for greater safety large amounts are usually drawn to order. Checks should always be signed in the same manner.

A bank is no mystery. It is a public convenience for facilitating commercial transactions, a place where money may be deposited and from which it may be withdrawn at the pleasure of the depositor, with or without notice, according to the regulations prescribed by the institution. Banks may be organized under national or State laws or by private individuals. They may receive deposits, make loans and discounts, collect, buy and sell, exchange and transact such other business as properly comes within the scope of their authority. A few simple rules will enable any person to transact business with banks.

The deposit statement should invariably be filled out in ink by the depositor. This is important to both the bank and the depositor, as the statements are all preserved and may be produced if wanted. Mistakes are often avoided in this way, and disputes are sometimes settled by these statements. Enter on the statement first the currency, then the gold and silver, then the checks. Enter each check separately and find the total. All checks deposited must be indorsed. The indorsement is made by the holder's writing his name across the back, on the left end of the check.

An allowance from the face of a note, or a rebate on a bill, or interest in advance is bank discount. The rate of discount varies with different banks. One of the chief functions of banking business is the loaning of their funds to responsible persons.

In explaining bank discount to a class, I have found it advisable to follow a definite form, the

first and only form I should favor in the teaching of percentage:

- 1st. Date note was given.
- 2nd. Date note was discounted.
- 3rd. Date note matured.
- 4th. Term of discount.

Pupils usually have difficulty in determining accurately the term of discount, but with this device the difficulty is obviated. Example: Find date of maturity, term of discount, discount, and proceeds in the following note:

\$1,000 UTICA, N. Y., July 30, '08.

Ninety days after date, I promise to pay

Homer H. Rogers _____ or order
One Thousand And no/100 _____ Dollars

At the Second National Bank.

For Value Received. Signed, J. T. COVEY.

Discounted, Aug. 29th, 1908.

The date of maturity is ninety days after the note was given, or Oct. 28th, 1908. The term of discount is the number of days from date of discount to date of maturity, or from Aug. 29th, 1908 (given), to Oct. 28th, 1908 (found).

QUESTIONS TO AROUSE INTEREST.

Are days of grace allowed in your State? What is a certified check? What is a bank? Name three functions of a bank. Name some of the banks in your city. How does a note dif-

THE First National Bank.

DEPOSITED BY

Harold T. Threlking

Amsterdam, N. Y., *March 5* 1908

PLEASE LIST EACH CHECK SEPARATELY.

Currency.....	\$	16	00
Silver.....		42	16
Checks, as follows.....		416	15
		52	00
		8	10

Total.....\$34.41

BANK DEPOSIT SLIP

No. *18*
Mar 6 1908
To *J. T. Lane*

FOR

	DOLLARS	CENTS
BAL BROT FORD	137	45
AMT DEPOSITED		
TOTAL		
AMT THIS CHECK	16	10
BAL CARD FORD	121	35

No. *18* Amsterdam, N. Y. *March 6* 1908

The First National Bank

Pay to the order of *J. T. Lane* \$*16*^{*10*}/_{*100*}

Sixteen and ^{*10*}/_{*100*} *Dollars*

Walter Klingbiel

Carter, May & Co. Inc. New York

CHECK

\$*500*

AMSTERDAM, N. Y., *Mar. 11,* 1908

Thirty days AFTER DATE *9* PROMISE TO

PAY TO THE ORDER OF *George Clark*

Five hundred ^{*00*}/_{*100*} DOLLARS

AT THE FARMERS NATIONAL BANK OF AMSTERDAM, N. Y., VALUE RECEIVED.

DUE *Apr 10* 1905 *Jessie A. Warrant*

719 3

NOTE.

fer from a check? Of what value are receipts? What does the bank do with the checks that it receives? How are people restrained from giving checks when they have no money in the bank? Why is a five dollar bill worth five silver dollars? Does a silver dollar contain one hundred cents worth of silver? If not why does the coin pass for its face value?

\$400. AMSTERDAM, N. Y., Feb. 18, 1909.
Sixty days after date I promise to pay to
George Jones _____ or order
Four Hundred no/100 Dollars.
Value received. Interest at 5%.
Signed, JOHN DOAK.

COPY.

\$400 is the amount which John Doak borrowed from George Jones. It is called the principal.

Sixty days is the length of time that the note may legally run. At the end of that time the note is due.

George Jones is the person who loaned the money. He is called the payee.

John Doak is the person who borrowed the money. He is called the drawer or maker.

\$3.33 is the money due on the above note at maturity.

\$403.33 is the amount John Doak must pay to George Jones 60 days after Feb. 18 or April 19, 1909.

The above note is negotiable because it may be passed as money. It contains the words "or order."

If this amount was placed in interest-bearing department, what amount will be due me at the end of 2 years, 6 months, 17 days?

The above note was discounted twelve days after given. Find bank discount. Find proceeds. Rate of discount 4%.

Vacuum Cleaning

The vacuum-cleaner is showing people in what an unclean way they have been living. Churches, theaters, and homes have been carpeted and hung with heavy draperies and about all that sweeping and cleaning has accomplished has been to stir up the dust and let it settle back again. Now comes the vacuum-cleaner, which sucks the dust out and gets rid of it once for all.

The New York Press says: "The amount of dust that a carpet of ordinary thickness can conceal about its person is astounding. In the old days when cleaning was done by brushing and pounding—stirring up the dirt and allowing the wind to blow it into somebody else's windows—no accurate measure of the dirt-holding capacity of household furnishings was possible. The vacuum-cleaner has changed all this. Nowadays the dirtiness of things can be determined by meter, in terms of quarts or bushels per yard. As a matter of fact, heavy draperies and thick carpets in places of public meetings are sanitary outrages nowadays."

Interesting Statistics

Cotton heads the list of exports with a value of \$450,000,000, and next come copper, oil and wheat, in order.

There are 7,145 national banks in the United States, an increase of over 200 this year. They have a capital of a little less than a billion dollars, while the deposits amount to \$5,300,000,000.

The new census discloses the remarkable gain of 540 per cent in the population of Oklahoma City in the last ten years, the present population being 64,205, or an increase of 54,168 since 1900.

Figures given out by the U. S. Department of Agriculture show that the condition of the crops of the country averages the lowest in ten years. The drouths in the West have been terribly severe. In the South alone the condition is above the average.

Returns of the new census for Rhode Island place the population of that State at 542,674, an increase of 26.6 per cent as compared with 428,556 in 1900. Providence has a population of 224,326, a gain of 27.8 per cent; Pawtucket, 51,622; Woonsocket, 38,125, and Newport, 27,149.

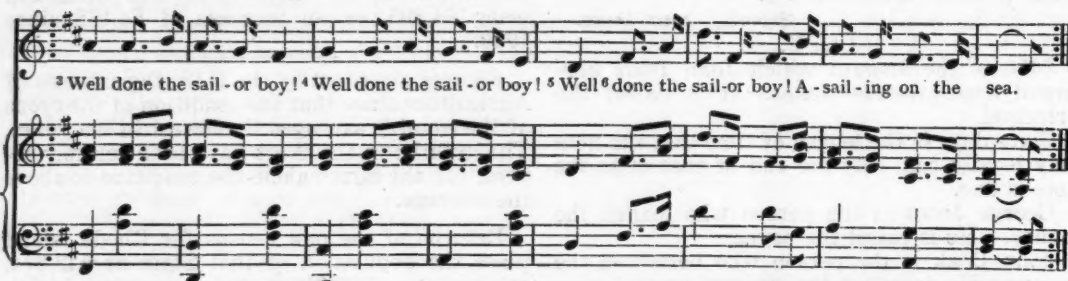
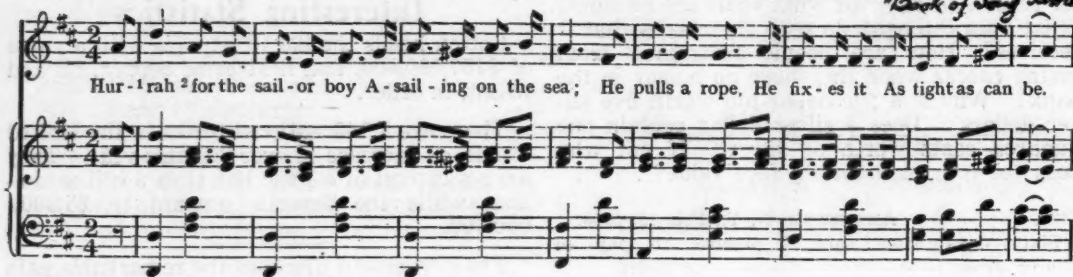
The Massachusetts Cost of Living Commission has published a report showing that the living of a family of normal size in the laboring class, with an income of from \$600 to \$700 a year, has gone up 20.5 per cent in the last nine years. Each item of rent, fuel, lighting, clothing, food and sundries was found to have advanced from 10 to 30 per cent. But it was also found that wages had almost kept step with this increase in such trades as shoes, carpets, clothing, leather, and woolen goods. The report condemns the great waste in marketing and urges buying in larger quantities.

Immigration Last Year

Commissioner-General Keene, of the Federal Immigration Bureau, has given out the final figures concerning the number and character of immigrants during the last fiscal year. The total of arrivals for that period was 1,041,570. There were besides these 156,457 non-immigrant aliens admitted, while 24,270 immigrants were debarred for various reasons under the law. Italy was the country sending here the largest number of immigrants, or 222,453, while Poland was second with 128,384. The Chinese numbered 1,770, Japanese 2,798, English 53,498, Irish 38,382, Jews 84,260, Germans 71,380, Magyars 27,302, African negroes 4,966, East Indians 1,782, and 61 Pacific Islanders. Over the Canadian border came 47,888 immigrant aliens, against 29,680 departed. Of those shut out 12,382 were adjudged as likely to become public charges for lack of funds and 2,471 on account of disease.

THE SAILOR BOY

from Kate F. Bremner's
"Book of Song Games."



Hur-rah! ² for the sailor boy
A-sailing on the sea;
He pulls a rope, he fixes it
As tight as can be.

Chorus.

³ Well done the sailor boy,
⁴ Well done the sailor boy,
⁵ Well done the sailor boy,
A-sailing on the sea.

Repeat.

⁷ Hurrah! ⁸ for the sailor boy
A-rowing on the sea;
He grasps an oar, he pulls an oar,
A strong boy is he.

Chorus.

⁹ Hurrah for the sailor boy,
When he comes ashore
We welcome him, we honour him,
We love him more and more.

Chorus.



WELL DONE!

DIRECTIONS

Boys ready to march round singly in a ring. Hands in position. Number round ^{1 2}.

1st verse.

¹ March. Raise right hand as if grasping rope. Pull it down.

² " left " " " " " Repeat ¹ and ².

Chorus.

³ No. 2 turns and faces No. 1. All jump, taking a step forward on right foot, heel down, toes up. Hold up right forefinger.

⁴ Same with left.

⁵ and ⁶ Same movement of feet. Hands in position. Double time.
Repeat from ³.

2nd verse.

⁷ March. Both hands held out together in front, as if grasping an oar.

⁸ " " drawn in " " " " pulling " "

3rd verse.

⁹ March round, waving right hands.

Review of Current Events

April 21.—Samuel Langhorne Clemens (Mark Twain) died at the age of 74 years.

April 22.—The strike of the building trades in Berlin was ended by arbitration.

April 23.—Theodore Roosevelt made a speech at the University of Paris, on duties of a citizen of a republic.

April 25.—Senator Lodge withdrew his resolution for an appropriation of \$65,000 to continue the inquiry into the cost of living.—President Taft appointed Gov. Chas. E. Hughes, of New York State, Associate Justice of the Supreme Court, succeeding the late David J. Brewer.—Björnsterne Björnson, Norwegian poet and novelist, died, at the age of 77 years.

April 26.—The new building of the International Bureau of the American Republics was dedicated at Washington.—Gen. Nelson H. Henry was appointed Surveyor of the Port of New York, by President Taft.

April 27.—President Taft dismissed for incompetency, the United States marshal and a district attorney in Alaska.—Juan Vincente Gomez was elected president of Venezuela.—Oscar Hammerstein retired from the grand opera field, transferring his interests to the Metropolitan Opera Co.

April 28.—Dr. Henry Harris Jessup, for fifty-three years a Presbyterian missionary in Syria, died at the age of 78 years.—The British finance bill was passed.

April 29.—The Rhode Island Legislature opposed the imposition of a federal income tax.—Theodore Roosevelt was a guest of the Queen of Holland.

April 30.—President Taft sent a special message to Congress, urging the completion of the Panama Canal by 1915.

May 1.—John Quincy Adams Ward, the noted sculptor, died, at the age of 79 years.

May 2.—Ex-President Roosevelt was a guest of the Danish Crown Prince, at Copenhagen.—Edward Payson Weston reached New York City, after walking across the American continent from Los Angeles in 78 days, exclusive of Sundays.—The U. S. Senate passed a bill creating a bureau of mines in the Department of the Interior.

May 4.—Ex-President Roosevelt was received by the King and Queen of Norway.—Commander Peary was presented with a gold medal by the Royal Geographical Society of London.—The U. S. Senate passed the post-office appropriation bill, for \$241,000,000, and a bill providing for the raising of the *Maine*.

May 5.—Cartago, Costa Rica, was almost destroyed by an earthquake, the loss of life amounting to more than 1,500.

May 6.—The Democratic leader of the Illinois House and three other persons were indicted in connection with bribery charges.—

King Edward VII, of England, died at Buckingham Palace.

May 7.—Thomas F. Byrnes, formerly Chief of Police of New York City, died at the age of 68 years.—George Frederick, the only son of King Edward, was proclaimed King George V. of England.—The Finnish Diet defied the Czar of Russia to use authority over Finland.

May 8.—The Bureau of American Republics, at Washington, received an appeal from the land-holders of Nicaragua, asking the United States to intervene in the affairs of that republic.

May 10.—The Massachusetts House passed a resolution favoring a constitutional amendment providing for the election of U. S. Senators by popular vote.—The German Reichstag passed a bill limiting the production of potash.—Ex-President Roosevelt was a guest of Emperor William of Germany, at Potsdam.

May 12.—Ex-President Roosevelt lectured before the University of Berlin, on "The World Movement."

May 14.—Sir William Huggins, the famous English astronomer, died at the age of 86 years.—The Japanese-British Exposition opened in London.—It was announced in Washington that the Chinese railroad loan had been settled, England, France, Germany and the United States to participate equally.—The Norwegian Oldesting voted increased suffrage rights for women.



May 16.—The resolution to change the date of the Presidential inauguration was defeated.—Ex-President Roosevelt arrived in London.

May 17.—The body of King Edward VII. was taken on a gun carriage from Buckingham Palace to Westminster Hall.—The New York Senate indorsed the income tax amendment.

May 18.—The body of King Edward was viewed by hundreds of thousands of people.—Consent was obtained from Brazil and Argentina to unite with the United States in an offer of mediation between Ecuador and Peru.

May 20.—The taking of testimony in the Ballinger-Pinchot investigation was completed.—Chile agreed to accept a loan of \$13,000,000 from the Rothschilds of London.—The funeral of King Edward was held in London.

May 21.—Ecuador and Peru accepted the offer of mediation by the United States, Brazil and Argentina.—Jules Renard, the French dramatist, died at the age of 46 years.

May 22.—The disputed coast boundary between New Brunswick and Maine was settled by a treaty between the United States and Canada.

May 23.—The U. S. Senate passed the naval appropriation bill, providing for the construction of two first-class battleships.



The King and Queen of England and the New Prince of Wales

George V was named George Frederick Ernest Albert. The Queen was Princess Victoria Mary, daughter of the Duke of Teck. The full name of Prince Edward Albert is Edward Albert Christian George Andrew Patrick David; he was born June 23, 1894.

May 24.—The General Education Board distributed the sum of \$538,000 among eight colleges and appropriated \$113,000 for agricultural demonstration work in the South.—An edict was issued in Pekin, China, ordering decimal coinage.

May 25.—France and Great Britain submitted to Russia and Italy, a proposition which would, in reality, restore Turkish suzerainty over the Island of Crete.

May 26.—Ex-President Roosevelt received the degree of doctor of laws from Cambridge University, England.

May 27.—President Taft appointed his secretary, Fred W. Carpenter, minister to Morocco.—The new battleship *South Carolina* made a world's record for accuracy with 12-inch guns.—Robert Koch, the famous bacteriologist, died, at the age of 66 years.

May 29.—It was reported from Nicaragua, that the Madriz forces had been defeated, with great loss by General Estrada.

May 30.—General Botha formed the first cabinet of United South Africa.

May 31.—It was announced in Washington that the mediators in the Ecuador-Peru affairs had requested the withdrawal of troops from the frontier.—Chinese warships and troops were sent to Nanking, where an anti-foreign outbreak was feared.—Ex-President Roosevelt received the freedom of London and made an address at the Guildhall.

June 1.—The British Antarctic expedition, under Captain Scott, started from London on its search for the South Pole.—The Newfoundland fisheries arbitration tribunal was opened at The Hague.—Charles D. Norton, Assistant Secretary of the Treasury, was appointed President Taft's secretary.

June 3.—Ecuador and Peru agreed to withdraw their troops from the common frontier in order to facilitate arbitration.

June 5.—Howard M. Hanna, of Cleveland, gave \$250,000 to the medical department of Western Reserve University.—William Sidney Porter, better known as "O. Henry," writer of short stories, died, at the age of 43 years.

June 6.—The House of Representatives passed a bill authorizing the appointment of a commission to investigate the liability of employers and the compensation of workmen.

June 7.—President Taft appointed William D. Crum, a negro, to be minister to Liberia.—Troops were sent to quell the Maya Indian uprising in Yucatan, Mexico.—Severe earthquakes were felt in Southern Italy, scores of persons being killed from falling of buildings.—Goldwin Smith, the Canadian economist, died, at the age of 86 years.

June 8.—It was announced at Tokio, that complete agreement had been reached between Russia and Japan on Far Eastern affairs.

June 9.—Sir George Newnes, the English publisher, died, at the age of 59 years.—Princeton University accepted the offer of William Cooper Proctor, of \$500,000 for a graduate col-

lege.—It was announced in London that the Duke of Connaught would succeed Earl Grey as Governor-General of Canada.—The House of Representatives passed the Postal Savings Bank bill, by a vote of 195 to 101.

June 10.—Charles R. Heilse, secretary of the American Sugar Refining Company, was convicted in New York of conspiracy to defraud the U. S. Government.—Sir Charles Hardinge was appointed Viceroy of India, succeeding the Earl of Minto.

June 12.—David J. Rankin, Jr., gave over \$3,000,000 to the School of Mechanical Trades in St. Louis, of which he was the founder.

June 13.—A committee appointed to investigate the management of the *City Record*, of New York City, reported an annual waste of more than \$400,000.

June 16.—The U. S. Senate passed the bill granting statehood to Arizona and New Mexico.

June 17.—Swollen rivers cause great property loss in the valleys of Maryland, Virginia and Pennsylvania.—James A. Patten and seven other persons were indicted by federal grand jury in New York City for conspiring to monopolize the raw cotton industry.

June 18.—Ex-President was welcomed back to New York with enthusiasm.

June 20.—The House of Representatives passed a bill requiring ocean-going vessels carrying more than fifty passengers to be equipped with wireless telegraphy.

June 22.—It was announced the most of the late Goldwin Smith's property, about a million dollars, had been left to Cornell University.

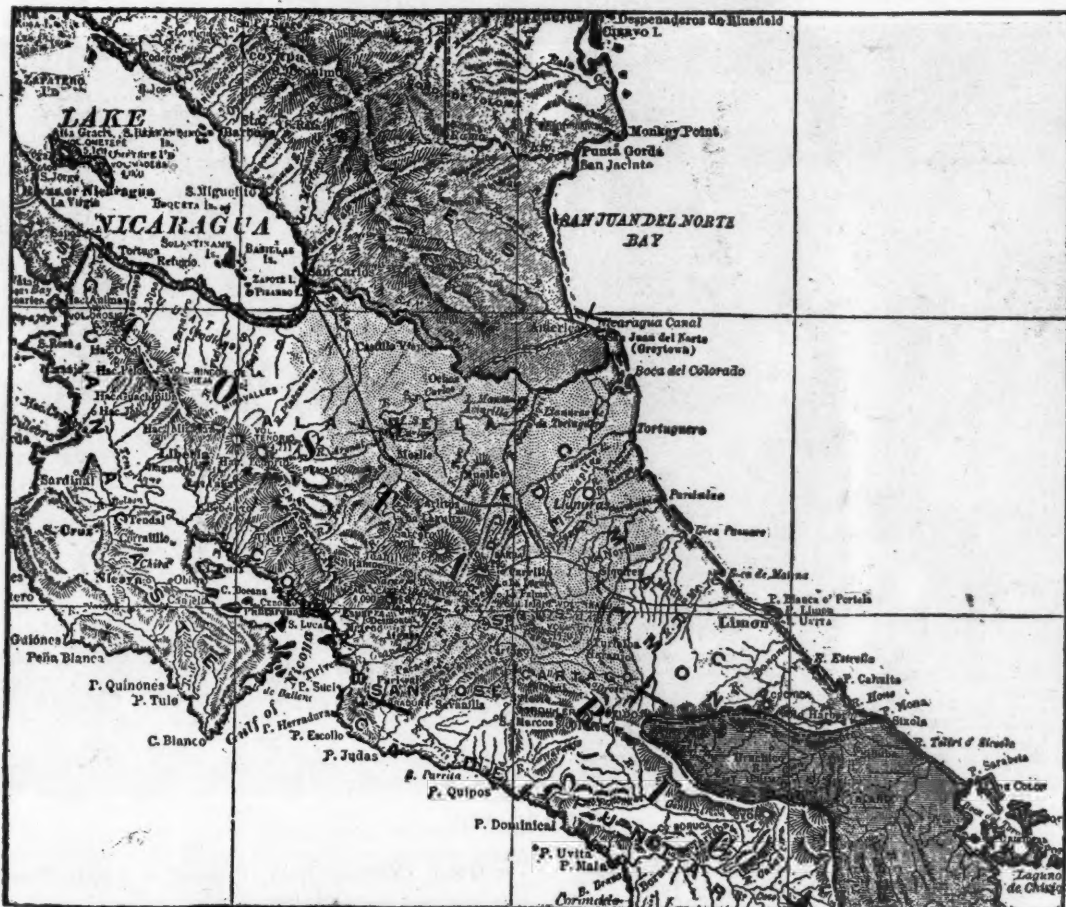
June 23.—The U. S. Senate passed the Postal Savings bank bill.—The Senate committee on the cost of living submitted its report.

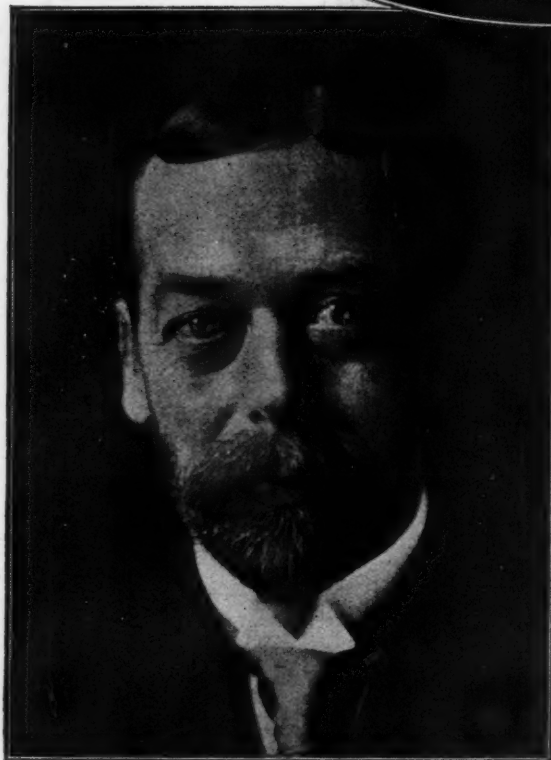
June 25.—Increases in freight rates on Eastern railroads were announced, to take effect August 1.—The first regular session of the Sixty-first Congress ended.

June 26.—Porfirio Diaz was re-elected President of Mexico for his eighth term.

June 27.—The wages of clerks in the employ of the New York, New Haven & Hartford railroad were increased from 8 to 15 per cent.—Sir Caspar Purdon Clarke resigned as director of the Metropolitan Museum of Art, of New York City.

June 28.—President Taft left Washington for his summer home at Beverly, Mass.—Prof. Harry Burns Hutchins was elected president of

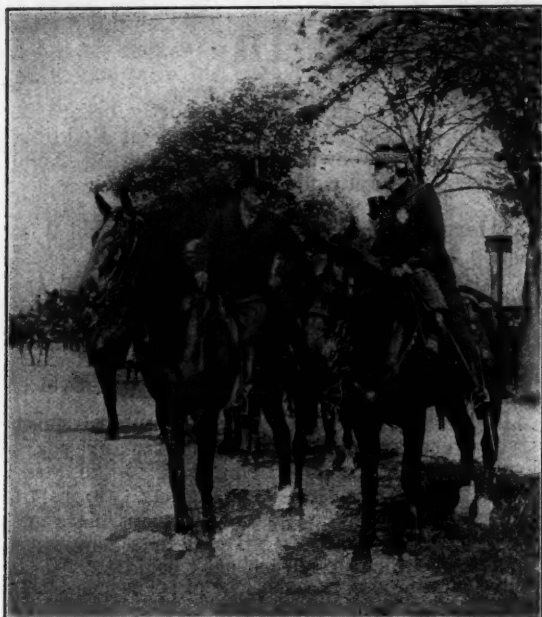




EDWARD VII

George V, King of Great Britain and Ireland and
Emperor of the Indies. Born June 3, 1865.

The Queen (Victoria Mary, Princess of Teck). Mar-
ried July 6, 1893.



Colonel Roosevelt as the Guest of the French Republic.
On his way to the army review at Vincennes, with
General Dalstein, Military Governor of Paris.

the University of Michigan, to succeed Dr. James B. Angell, resigned.

July 1.—The New York State Legislature rejected the direct primary bill.

July 2.—The forty-eighth annual convention of the National Education Association opened in Boston.

July 3.—President Taft ordered the withdrawal of 8,495,731 acres of water-power sites and phosphate and petroleum lands in Alaska.

July 4.—Chief Justice of the United States Supreme Court Melville Weston Fuller died, at the age of 77 years.—The "safe and sane" celebration of Independence Day diminished the number of accidents usual on this day.—An agreement was signed at St. Petersburg between Japan and Russia, regarding railway matters in the Far East.

July 7.—William J. Rolfe, the noted Shakespearean scholar, died at the age of 83 years.—Mrs. Ella Flagg Young, superintendent of the Chicago public schools, was elected president of the N. E. A.—Fifty thousand cloakmakers went on strike in New York City for shorter hours and higher wages.—King Alfonso approved the bill introduced in the Cortes prohibiting further religious orders to enter Spain until negotiations with the Vatican are concluded.—President Taft withdrew 35,073,164 acres of coal lands in the West.

July 8.—The Government crop reports prophesied a small wheat harvest, but a very large corn crop.

July 11.—The Vatican protested against the

action of the Spanish Government with regard to religious orders.

July 12.—The fourth Pan-American conference began its sessions at Buenos Aires.—The text of the Russo-Japanese treaty was made public.—The income-tax amendment was ratified by the Georgia assembly.

July 15.—The will of Henry Dexter gave \$1,209,200 to religious and charitable institutions of New York.

July 16.—A fire on the New York City water front destroyed a pier, a freight steamship and several barges, with loss of \$500,000.

Dr A. K. Fisher, of the biological survey of the Department of Agriculture, is about to issue a bulletin dealing with cats as carriers of disease germs and advocating the destruction of all stray cats or such as are not licensed to their owners. He points out that cats are known to carry in their furs the germs of such diseases as diphtheria, scarlet fever, smallpox, tuberculosis and ringworm, while they are quite as susceptible to hydrophobia as are dogs. He charges that they kill over 3,000,000 song and game birds in New York State alone each year and asserts that only about 5 per cent of the cats are mousers.



King Alfonso XIII and his son and heir to the throne of Spain, the Prince of the Asturias.

Alfonso XIII was born May 17, 1886. He is of the House of Bourbon.

The World We Live In

The whole country is grateful for Mayor Gaynor's miraculous recovery from the murderous assault made upon him by a discharged city employee. New York City has not had a more efficient mayor in years, if she ever had. He has managed to keep informed regarding the work of every department in the vast administrative system. Nor has he taken a mere perfunctory or academic interest in affairs.

From the very beginning of his term he has made it known by plain words and still plainer deeds that his intention was to carry his responsibilities with all their logical consequences. It is an unfortunate experience in our civilization that men of action in prominent places, honest men who strive for the right, are apt to be chosen as marks for attack by miscreants. The sympathy of the whole country has gone out to Mayor Gaynor. The general opinion is now that if he recovers his health fully he can have the governorship of the State of New York, should he want it.

Minnesota has so much money in her State treasury that it will not be necessary to tax the people for government. Owing to the collection of levies on the gross earnings of corporations, inheritance taxes, etc., the surplus is now about \$4,000,000.

The St. Louis *Dispatch* and New York *World* have offered \$30,000 as a prize to the first person who, by the end of this year, flies by aeroplane from one of the cities to the other—about 1,000 miles—within 100 consecutive hours.

Rudolph Spreckels, the wealthy Californian, who has supported the anti-graft fight in San Francisco, on his return to New York from a European trip, said in an interview that he believed the interests were preparing some move to injure business temporarily for the benefit of the stand-pat element seeking to control the next Congress.

Several important cities have taken their stand against allowing the public exhibition of moving pictures of the Jeffries-Johnson prize fight. Among these are Chicago, Boston and Wilmington, Del.

According to the statistics Canada has received 1,445,228 new citizens in ten years. Of this number 656,000 came from the British Isles, 497,000 from the United States, and the remainder from other countries.

In order to make the Indians more self-dependent, the Government has decided to decrease the rations furnished them this year. Last year 18,000 red men were on the ration list.

Mark Twain gave \$6,000, shortly before he died, to build a free town library at Redding, Conn., and his own books—numbering 2,500 volumes—were included in the gift.

A large section of Northern and Central Wisconsin has been swept with destructive forest fires, burning one village, Neineman, and endangering several others. In the path of destruction was the Huntington forest reserve, where the loss was estimated at \$500,000. Losses elsewhere will run into the millions.

In many parts of the country where cedar trees were made into rail fences many years ago the rails are now being sold to the lead-pencil manufacturers—the regular supply of cedar being now very scarce. The farmers get enough for the rails to give them a new wire fence and a nice surplus of cash besides.

The State of Missouri will pay \$1,000 for a good song. A prize contest is to be held, to close October 31, and the best song offered gets the money. Both words and music must be original. Applicants can send their manuscripts to Prof. W. H. Pommer, care of University of Missouri, Columbia, Mo. The \$1,000 prize has been made up by patriotic citizens of the State.

How a thousand office boys, bank runners and stamp dealers in the Wall Street section of New York worked a conspiracy which robbed the State of \$2,000,000 or more in the last year was brought to public notice by State Comptroller Williams a few weeks ago. The scheme was to sell the stamps required for stock transactions to dealers after being once used, the dealers being in league with the boys, then selling back the used stamps at a discount when boys were sent out to get more.

The government has been making a raid on the New York City markets, under the pure food acts. Tons of canned cold storage eggs were condemned for being over-ripe, and about 5,000,000 ice-cream cones were seized as unfit for food on account of containing boric acid.

Queen Wilhelmina of Holland is a stockholder to the extent of \$700,000 in a new \$2,000,000 coal mine near Cullman, Ala. where many Dutch and German colonists have been settling lately. Most of the coal will be shipped to Holland from Mobile.

The Federal government has published a list of the various "medicinal" preparations on which a special tax is to be collected because they contain so much alcohol as to be beverages in disguise. The list includes many widely advertised "bitters," cordials, wines, extracts, etc.

Some years ago J. F. Curley, a stranded miner, applied for help to W. V. Miller, a Macon, Ga., man, who fed him and sent him away with money in his pocket. That was the last Miller heard of the matter until a few weeks ago, when he received word that Curley had died in the Klondike region, leaving him his entire fortune of about \$500,000.

An owl made the mistake of roosting on the transmission wires of the Boulder, Colo., electric system a short time ago, and as a result the wires were short-circuited and the city thrown into darkness. The owl was burned to a cinder.

Machines are being introduced in the fruit-shipping establishments of southern California which automatically wrap oranges in tissue paper. They cut off the paper, print a label on it, and twist it up at the rate of two a second, in such a way that the stem side of the fruit, which is specially tender, receives extra protection.

Work is going on at the Gatun dam, on the Panama Canal, both night and day, an extensive system of electric lighting having been put in for the purpose. The employees declare that they like the night work better than the day work under the tropical sun.

It is proposed, in connection with the national apple show to be held at Spokane in November, that prizes be given for the best design for a monument to Adam and Eve as a tribute to the apple, to be erected somewhere in the apple belt of the West.

Mrs. Alice Longworth, Mr. Roosevelt's daughter, receives one-twelfth of her Grandmother Lee's estate of \$1,660,000. This gives her an income of \$5,300 a year in her own right.

The Scribners have given a contract for the printing of a million copies of a book to be called "Roosevelt in Africa," made up from the famous dollar-a-word articles. This is said to be the largest known edition of a book.

In various parts of the country the sparrows are being killed and made into "game" pies to such an extent that they are becoming scarce. They are very good eating, and it is said that people who order rice-birds in the hotels get sparrows oftener than not.

It is announced that the presidents of the principal railroads of this country have joined in the establishment of a statistical bureau of information at Washington. It is said that the original purpose of the bureau was to furnish information to the railroad men about different operations and methods in use. Then as an afterthought they decided to make it a channel of communication for the public and the press.

An Oklahoma church has found a new way to raise a debt. The members got residents to give the use of some land for the year, and they put in a crop of broomcorn, which sold for \$880.

The New York City commissioner of weights and measures has decided that eggs and bread must be sold by weight. He finds that Eastern markets are supplied generally with the smaller sizes of eggs because at Chicago dealers insist on buying eggs by weight.

Recent rains on the island of Jamaica came near breaking the world's records. There was a total fall of 135 inches in eight days with a maximum of over 30 inches in a single day, or as much as most parts of this country get in an entire year.

The forest experts find that soft woods have more heating power than hard. Linden, a very soft wood, stands at the top. Fir comes next and then pine. Oak and beech are 10 per cent lower.

W. B. Bradbury, a millionaire who has finished a term in the California penitentiary for perjury, has established a fund of \$10,000 from which small loans are to be made to help prisoners get started in life again after being released. They are to pay 10 per cent interest, and the interest is to be added to the fund.

A movement is spreading in Texas and nearby States to require school teachers to pass a physical examination in order to show that they are not afflicted with any infectious disease. Many teachers who are suffering from consumption, etc., have gone to this region from the East and the authorities are refusing to employ them.

The treasury officials often have trouble deciding what tariff classification an article comes under. There are numerous kinds of wool, and the question has come up how to class the hair from a hybrid animal they are raising at the Cape of Good Hope, a cross between the common goat and the merino sheep. It has been decided to class this hair as wool of the lowest quality.

In Canton, China, native merchants have started a boycott against all products of the United States on account of alleged ill-treatment of their countrymen in this country. The particular complaint is that of the Chinese of San Francisco that the detention sheds on Angel Island, in San Francisco Bay, are objectionable and harsh to the Chinese immigrants.

Geo. M. Bowers, U. S. Commissioner of Fisheries, believes that fur seals can be raised in the colder inland lakes of the United States, such as those of northern Minnesota.

A Week with the Fifth Grade

First Day

MORNING EXERCISES

Topic for Discussion, Signs of Autumn.—How do the trees show that autumn is here and winter is coming? How do the birds tell us? How does the air tell? The sky? The clouds? What wild flowers are in blossom now? What flowers in the garden?

ENGLISH

Seat Work.—Change the following sentences so that they will tell about more than one thing:

1. The robin is building a nest.
2. The aster blossoms in the field.
3. The girl is writing at her desk.
4. Can you find the pencil?
5. The hat is on the shelf.
6. Is the dog eating his dinner?

Recitation.—Correct errors in the rewriting of the above, and have the correct form, in both singular and plural, drilled upon until pupils can change from one number to the other without hesitation.

GEOGRAPHY

Effect of Latitude on Climate.—What is the warmest part of the earth's surface? The coldest? What are the seasons in the tropics? Near the poles? What seasons do we have here? Explain the reason for our changes of seasons, because of the differences in the position of the earth with regard to the sun, as opposed to the conditions near the equator.

HISTORY

Seat Work.—Read about Genoa and its articles of commerce. Find situation of Genoa on map. The trade route from Genoa to the East, and how it was closed.

Recitation.—Columbus, the sailor and thinker. Dangers of sailing out of sight of land. The compass and its use. (Show pupils small compass if possible.) Why sailors need maps. What most people believe about the size and shape of the earth. What a few people believed about the shape of the earth. A map that Columbus studied (Toscanelli's). Marco Polo's book. A possible trip to Iceland and what might have been heard there.

NATURE STUDY

Seat Work.—Read what is meant by cud-chewing, and what animals chew their cud. Which cud-chewing animal is most useful to man? In what ways are each of the other cud-chewing animals useful to man?

Recitation.—The ox: Show stomach of an ox. Called honeycomb stomach. In this honeycomb the cuds are fitted for chewing. How does the cud get to the mouth? (By action of muscles.) Ox really has four stomachs. The food passes from mouth into first stomach. It is there soaked and passed in to second stomach, and from there back to the mouth in little wads thru the gullet. There it is chewed very

thoroly and then swallowed once more. This time it passes by the second, or honeycomb stomach, into the third stomach, called the leaflet or many-folded stomach. The food then goes into the fourth stomach, called the rennet. (The walls of this stomach used in making cheese.)

ARITHMETIC

Seat Work.—Aliquot parts of a dollar or of 100. The following are to be learned:

5 cents	=	$\frac{1}{20}$	of a dollar	=	.05
$6\frac{1}{2}$ "	=	$\frac{1}{16}$	" " "	=	$.06\frac{1}{4}$
$8\frac{1}{3}$ "	=	$\frac{1}{12}$	" " "	=	$.08\frac{1}{3}$
10 "	=	$\frac{1}{10}$	" " "	=	.10
$12\frac{1}{2}$ "	=	$\frac{1}{8}$	" " "	=	1.25
$16\frac{2}{3}$ "	=	$\frac{1}{6}$	" " "	=	$.16\frac{2}{3}$
20 "	=	$\frac{1}{5}$	" " "	=	.20
25 "	=	$\frac{1}{4}$	" " "	=	.25
30 "	=	$\frac{3}{10}$	" " "	=	.30
$33\frac{1}{3}$ "	=	$\frac{1}{3}$	" " "	=	$.33\frac{1}{3}$

Recitation.—Make up, and work, problems on the above.

Second Day

MORNING EXERCISES

Topic for Discussion.—What preparation is man making for the coming of winter? (Gathering grain and fruits; putting in coal; making or buying warm garments, etc.)

ENGLISH

Seat Work.—Think of the rhyme of Jack and Jill. Write five sentences about Jack and Jill. Only one fact is to be given in each sentence.

Recitation.—Correct the sentences written as above, so that pupils will see that each sentence states but one fact.

GEOGRAPHY

Modification of climate by altitude. Explain how it happens that on a mountain side all the variations of climate from tropical thru the temperate to the perpetual snow of the polar regions, may be seen. Tell pupils that there are places where, from a valley of tropical heat, snow-capped mountains may be seen.

HISTORY

Seat Work.—Read about Venice, Portugal, Spain, Ferdinand and Isabella.

Recitation.—The perseverance of Columbus. The plan of Columbus and his poverty. Seeking aid from Genoa, Venice and Portugal. Why Columbus went to Portugal. The treatment he received there. Queen Isabella.

NATURE STUDY

Seat Work.—Look at pictures of ox, sheep, camel, deer, and be prepared to tell in what way they are alike, and how all differ from the horse.

Recitation.—What kind of teeth are necessary for chewing cud? (Blunt teeth.) How does the ox bite off grass. (With nose out.)

What teeth are wanting? (Upper front teeth.) How is the head adapted for grazing? (Long nose.) Tip of nose tough, hairless, moist. How does the ox use his tongue? How does the ox's tongue differ from that of a cat? How does the ox swallow? How does he drink?

ARITHMETIC

Seat Work.—Memorize the following, the remaining aliquot parts of a dollar or of 100:

37½ cents	=	¾	of a dollar	=	.375
40 "	=	2/5	" "	=	.40
50 "	=	1/2	" "	=	.50
60 "	=	3/5	" "	=	.60
62½ "	=	5/8	" "	=	.625
66⅔ "	=	2/3	" "	=	.66⅔
70 "	=	7/10	" "	=	.70
75 "	=	3/4	" "	=	.75
80 "	=	4/5	" "	=	.80
87½ "	=	7/8	" "	=	.87½
90 "	=	9/10	" "	=	.90

Recitation.—Make up and work out problems involving the above.

Third Day

MORNING EXERCISES

Topic for Discussion, the Harvest.—Where wheat grows. What is harvested in the vicinity of the school. What is done with the vegetables, the fruits, the grains, etc., to preserve them for winter use. What is stored for the winter use of the horses and cattle (hay and grain).

ENGLISH

Seat Work.—Fill the blank spaces with verbs:

1. Old Mother Hubbard ——— to the cupboard.
2. Old King Cole ——— for his pipe.
3. When the pie was opened the birds ——— to sing.
4. Jack ——— down, and ——— his crown.
5. She ——— them all soundly.
6. She ——— them to bed.

Recitation.—Use the verbs employed to fill the blank spaces above, in other sentences.

GEOGRAPHY

Ocean Currents.—Explain what the ocean currents are, and how the cold or warm water affects the temperature of the air. Just how does the warmth of the water affect the air? Show the path of the Gulf Stream, and show how it modifies the severity of the climate of the shores it washes.

HISTORY

Seat Work.—Size, shape and appearance of ships in Columbus's time. The West Indies.

Recitation.—The courage of Columbus, and the first voyage to the New World. The kind of men who sailed with Columbus. Length of the voyage. Mutiny of the sailors. Signs of land, and land sighted. The letter Columbus carried. The visit to Cuba. The return voyage. The welcome home. What Columbus carried from the New World.

NATURE STUDY

Seat Work.—Read about the ox's means of protection.

Recitation.—How does the ox defend himself? (By hooking, kicking, etc.) What is the clothing of the ox? (Hide and hair.) The call? (Bellowing, mooing.) What does the animal use in hooking? (Horns.) What are horns? What color is the ox's eye? With what does the animal kick? (The foot.) What is peculiar about the ox's foot? (Cloven-footed.) How many toes? (Four.) How does the ox walk? (On his toes.) Of what use are the hoofs to the animal?

ARITHMETIC

Seat Work.—Problems in addition of fractions whose least common multiple be determined.

Recitation.—Apply least common multiple and least common denominator in the addition of common fractions.

Fourth Day

MORNING EXERCISES

Topic for Discussion, Animals' Preparation for Winter.—What the squirrels provide for winter use. Where they put it. What becomes of the flies, the bees, the frogs, the toads, etc., in winter.

ENGLISH

Each question is to be answered by a complete sentence containing a possessive pronoun:

1. The apple belongs to Mary. Whose apple is it?
2. The hat on the table belongs to you. Whose hat is it?
3. To-morrow is my birthday. Whose birthday is it?
4. John has a book. Whose book is it?
5. The pupils in the primary room have some bean bags. Whose are the bean bags?
6. We have a garden. Who owns the garden?

Recitation.—Practice on sentences similar to the above, until the use of the possessive pronouns is clear.

GEOGRAPHY

Position of the sun at different seasons of the year. What is the length of each of the seasons in the temperate zone?

HISTORY

Seat Work.—What did Columbus do for Spain? For Europe? For America? Why was he put in chains?

Recitation.—The second and third voyages of Columbus. Disappointments. Failure to find the gold and precious stones of Asia. The fourth voyage. Name of the New World.

NATURE STUDY

Seat Work.—Read of uses of the ox.

Recitation.—Of what use are hoofs to man? (Glue, Neat's foot oil.) Of what use are the hides? (For leather.) Where is beef prepared? (Slaughter-house.) Where is beef sold? (Butcher shop.) What kinds of beef are there? (Steak, veal, tongue, roast, etc.) What

is veal? What is tallow used for? (Candles, oil.)

ARITHMETIC

Seat Work.—Problems in addition of numbers containing three decimal orders.

Recitation.—Problems in subtraction of numbers containing three decimal orders.

MORNING EXERCISES

Topic for Discussion, Migration of the Birds.—What makes the birds migrate? Where they go. How they know when it is time to start for the South. What birds stay with us all winter. Tell about the bobolink, which changes its brilliant coat in the winter time for a suit of somber brown, and is known in the South as the troublesome ricebird.

ENGLISH

Seat Work.—Write a letter to a friend, telling what is meant by migration of the birds: Where the birds go when they leave us in the autumn and when they go.

Recitation.—Correct and discuss the above.

GEOGRAPHY

Written lesson, reviewing latitude, longitude, zones, seasons, ocean currents.

HISTORY

Seat Work.—Written review on Columbus, what he accomplished.

Recitation.—Locate on map Genoa, Venice, Portugal, Spain, Palos, the Canaries, San Salvador, Cuba, Haiti, the Azores.

NATURE STUDY

Comparison of Ox with Other Animals.—Which is of more value to man, the ox or the sheep? The ox or the horse? The cow or the horse?

ARITHMETIC

Seat Work.—Write out an order for your grocer for potatoes, turnips, oatmeal, eggs, and matches, the whole to cost \$1.50.

Recitation.—Make an itemized bill of the above, receipted.

Government of the United States

By ISAAC PRICE.

The inability of the Congress under the articles of Confederation to control fully the entire military service during the Revolutionary War added strength to the defects of these articles. The Congress could make requisitions for supplies and the quota of troops, but could not enforce their requisitions. Hence the necessity for delegating all powers relating to war and warfare was apparent. To emphasize the total grant of these powers in all their branches, more specific clauses are devoted to its consideration than to any other matter.

The Congress shall have the power to declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water. (Cons. Art. 1, Sec. 8, Cl. 11.)

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years. (Cl. 12.)

To provide and maintain a navy. (Cl. 13.)

To work rules for the government and regulation of the land and naval forces. (Cl. 14.)

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions. (Cl. 15.)

To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the disciplining prescribed by Congress. (Cl. 16.)

The army forms one of the two main branches of the military service of the United States.

The following sections of the act of 1901 to increase the efficiency of the army will show to what extent Congress utilizes the constitutional powers regarding the raising and supporting of an army:

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, That from and after the approval of this act the army of the United States, including the existing organizations, shall consist of fifteen regiments of cavalry, a corps of artillery, thirty regiments of infantry, one Lieutenant-General, six Major-Generals, fifteen Brigadier-Generals, an Adjutant-General's Department, an Inspector-General's Department, a Judge-Advocate-General's Department, a Quartermaster's Department, a Subsistence Department, a Medical Department, a Pay Department, a Corps of Engineers, an Ordnance Department, a Signal Corps, the officers of the Record and Pension Office, the chaplains, the officers and enlisted men of the Army on the retired list, the professors, corps of cadets, the army detachments and band at the United States Military Academy, Indian Scouts as now authorized by law, and such other officers and enlisted men as may hereinafter be provided for. . . .

Sec. 2. That each regiment of cavalry shall consist of one colonel, one lieutenant-colonel, three majors, fifteen captains, fifteen first-lieutenants, fifteen second-lieutenants, two veterinarians, one sergeant-major, one quartermaster-sergeant, one commissary sergeant, three squadron sergeant-majors, two color sergeants with rank, pay, and allowances of squadron sergeant-major, one band, and twelve troops organized into three squadrons of four troops each. Each cavalry band shall be organized as now provided for by law. Each troop of cavalry shall consist of, etc. . . . (Here follow the de-

tails for the organization of a troop of cavalry, and the other branches of the services in the following sections of the act.)

Service in the army is voluntary, but once enlisted the entire term must be served unless discharged. The rank and file of the army is made up of those who enroll for a period of three years. The officers are generally the graduates of the Military Academy at West Point, the institution maintained by the Government for the training of officers for the army. The army has at all times in our national existence, excepting in time of actual war, been comparatively small, being kept for the purpose of policing the Indian country and in case of possible insurrections.

Before 1898, the army was about 27,000. Under the act of 1901, the minimum was fixed at 57,000 and the maximum at 100,000 officers and men. The President is the Commander-in-chief, but he exercises his powers through the Secretary of War. Upon him, however, rests the sole responsibility.

The following excerpt of Senator Teller's speech in opposition to the increase of the regular army of the United States after the Spanish-American War voices the general theory of the American principle against the large-size standing armies such as are found in Europe to-day:

I wish to say that my opposition to this bill is not because I fear a hundred thousand men can destroy the liberties of this country, but because it establishes a principle contrary to a republican principle, which is that the fighting force of a republic is the great body of the people, and not a paid soldiery, called "regulars." . . . The total expenses for the armies of Europe alone in time of peace is enough to pay our interest-bearing debt every year. . . .

We have fought our battles, not with the Regular Army, but with the volunteers. The great battles of the Revolution were fought by humble men of the country who were not regulars. The War of 1812 . . . was won by volunteers, and the Mexican War was fought by volunteers and not by the regulars. . . . You must rely upon the people, not upon an army. An army is a vain delusion. It may to-day be for you; it may be against you to-morrow.

The Navy

While the Navy has played a most important part in the wars of this country, particularly in the War of 1812 and the Civil War, its development along modern naval tactics did not begin until 1885, when the foundation of our modern navy was laid by Secretary of the Navy Whitney. Since that time we have kept up with naval progress, and our navy has grown to such a size that it is sufficiently large to uphold the dignity of our nation in all quarters of the globe.

The naval fleets consist of battleships, cruisers, torpedo boats, torpedo boat destroyers, colliers, hospital ships, and such others as are necessary to complement the service. The President is the commander-in-chief but he gives all orders through the Secretary of the

Navy. The officers are admiral and vice-admiral, usually honorary, the active ones being the rear-admiral, corresponding to the major-general; the commodore to the brigadier-general; the captain to the colonel; and the commander, lieutenant-commander, lieutenant, lieutenant junior grade ensigns and cadets, to the lower officers in the army respectively.

The Government also maintains a Naval Academy at Annapolis, where the future officers of the navy receive their training.

Naturalization and Citizenship

The population of the United States at the close of the Revolutionary War was a bare four millions, slightly more than the population of the present City of New York. By common consent the inhabitants of the country became citizens in the new nation regardless of birth in the colonies or abroad. But at the same time it was recognized that the population of the new States would increase; and the problem of admitting them into the country and giving them a share in the control of the government by endowing them with citizenship was exclusively granted to Congress in the fourth clause of the Section 8, which says: "Congress shall have the power to establish a uniform rule of naturalization."

Citizenship is determined in two ways. Birth in this country or birth by parents who are American citizens while abroad carries with it "citizenship in the United States and of all the States in the Union." Persons born in foreign countries may become citizens by residing a certain number of years in this country and complying with other requirements of the naturalization laws. This is what is meant by naturalization. The person so naturalized is called an alien. After naturalization he becomes a citizen. The law permits all aliens to become naturalized excepting Chinese. Naturalization, while conferring the rights of citizenship upon an alien, does not confer upon him the right to vote. That is a power and privilege which the State in which he happens to reside at the time of the election grants him upon his compliance with certain provisions regarding residence in the State, etc. This is another evidence of the compromises in the adoption of the Constitution.

WHAT CITIZENSHIP IMPLIES

It is a well-recognized principle in this and all civilized nations that the strength and progressiveness of the nation depends upon its citizens. That nation is most progressive whose citizens show an enlightened interest in the affairs of the government. The nation whose governmental machinery is in the hands of a select few to the exclusion of the mass of its citizens will soon find itself on the brink of stagnation or disorders. Nothing has contributed so much to the forward march of our nation as the intense interest taken by all classes

of society in the political affairs in both State and Country. That interest is a part of the citizen's obligation to his government. It is understood that his relation with the government carries certain mutual obligations. He is required to obey the laws fully and implicitly even when he considers them unjust to himself; he should pay his just share of the taxes toward the maintenance of the government; he should stand ready to give the government his moral, and, if need be, his physical, support; he should be ready to uphold the government in all cases except where oppression and tyranny rule; he should obey the laws regarding service on the juries, and to aid in the enforcement of the laws. On the other hand, the government which he so supports and maintains is obligated to give him the full protection of the laws; to see that he secures justice; to provide courts for this purpose, and, if necessary, to call out the militia to secure the enforcement of the court's mandates; the government is to secure to the citizen the full protection of the law while traveling abroad; the government, thru its consular and diplomatic agencies, secures the safety of the American citizens' commercial relations. These corresponding rights and obligations are reciprocal; one cannot exist without the others.

RULES AND PROCESSES OF NATURALIZATION

As soon as a foreigner lands, or any time thereafter, the alien may appear before United States or any State court of record and apply for his "first paper." This consists in filling out an application in which the alien declares his intention of becoming a citizen and renouncing all allegiance to the sovereign of his native country. He states his name, age, the ship on which he arrived, the date of his arrival, his personal description, and other information necessary. He must at the same time take an oath to support the Constitution. After residence of five years in this country and at least two years after having declared his intention, the alien appears before a duly legalized court for the purpose and files his application for his final or "citizenship" papers. Sufficient evidence of his original declaration of intention, his personal description, and all the information given in the original application, the affidavits of two citizens that have known the applicant for at least a year, as to his honesty and respectability, must accompany the application. After a wait of at least ninety days, during which time inquiries are made into the truth of the statements, the Court, if satisfied, issues the citizenship papers. He then takes an oath to support the Constitution, and renounces forever all allegiance to any other sovereign, and all titles of nobility that he may possess. This rule applies to both males and females, but exceptions are made in the cases of aliens who are under eighteen and whose parents have acquired citizenship. Married women become citizens by virtue of their husbands' citizenship. Persons leaving the country within five years after the receipt

of their final papers may have their rights forfeited unless the period of remaining out of the country is short, and the name of the citizen is registered in the embassy of the country in which the sojourn is made.

RIGHTS OF CITIZENS

Clause 1, Sec. 2, Art. IV, says: "The citizen of each State shall be entitled to all the privileges and immunities of citizens in the several States," which means that a person removing from one State to another is entitled to all the rights, privileges and immunities, civil, social and religious, that all the other inhabitants of that State possess. But he, at the same time, surrenders all rights in his old State. To illustrate: In Kansas, a woman can vote; in Pennsylvania, she cannot. A woman removing from the latter State to the former receives the right to vote; but a Kansas woman, when she resides in Pennsylvania, does not have the right to vote. Each State is empowered to make laws and grant rights that apply only to inhabitants within that State; beyond that they are invalid. Nor can any State prevent the free entry of citizens or inhabitants of other States within her territory, nor can she impose restrictions upon newcomers that would not be binding with equal force upon her own citizens. To prevent any discrimination that would possibly arise as a result of the freeing of the millions of former slaves and the conferring of citizenship upon them, the XIV Amendment in Sec. 1 provides that "No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; . . ." Thus the equal rights and privileges are conferred upon all citizens within the separate States with equal force and competency.

Uruguay

The Labor Bureau of Uruguay is preparing a "workmen's pension bill," the basic principle being a small sum deducted from the men's wages.

The Executive has accepted the tender of the Telefunken Company, of Berlin, Germany, for installing wireless telegraph stations along the coast at various interior towns and on the vessels forming the fleet.

The convention has been signed for a parcels post between Uruguay and Germany, with such privileges with most of the countries forming the Postal Union, Spain being about the only exception.

"Pink Eye" Conjunctivitis

Attacks the Eyes in the Springtime. It is Contagious and calls for Immediate Action. One Child with "Pink Eye" will Infect an Entire Class in a short time. Mothers and Teachers should be Prepared to Offer "First-Aid"—MURINE Eye Remedy. It Affords Prompt and Reliable Relief. Apply Murine Freely and Frequently. Write for Sample and Booklets. Murine Eye Remedy Co., Chicago, Ill.

Questions with Answers

For Review and Examination

By ISAAC PRICE

The Discovery of America

Spanish Discoveries and Explorations

1. When and by whom was America discovered?

By Christopher Columbus on Oct. 12, 1492.

2. What was Columbus' object in sailing west?

In order to find a shorter and safer route to India.

3. Explain why Columbus should seek this route.

In 1453 the Ottoman Turks captured Constantinople and prevented the Genoese from continuing their profitable trade with India and the Far Eastern countries by way of the Bosphorus. It became necessary to find a new route, one that would be safer and shorter than the one later in use, that by way of the Arabian and Red Seas, and the Nile River and camel caravans, and Columbus became fully convinced that by sailing due west he would reach the eastern lands.

3. Describe the trade with India.

For many centuries India had been famous for its wealth. Its silks, shawls, spices, fragrant woods, ivory and pearls and diamonds and other precious stones made it the object of European trade.

4. Who was Marco Polo? What was his influence on Europe?

Marco Polo was a native of Italy who had traveled into Central Asia and who had spent some thirty years there, at the court of Ghen-gis Khan. An account of China and Japan (Cipango) and the country wherein he had stayed with all its wonderful wealth was translated and printed in Europe at about the time Columbus lived. In this book he spoke particularly of the great wealth and power of the Khan, in whose service he had spent a number of years. This book made a deep impression upon the great merchants and navigators, including Columbus himself.

5. Give an account of the geography of the earth known at that time.

Very little was known of the earth. The earth was supposed to be flat. Only portions of Europe, Asia and Africa were known to be inhabited by human beings; the farther and more distant and unknown regions were pictured as being inhabited by strange animals, monsters and impossible creatures.

6. Give an account of Columbus's appeal for aid.

Columbus made the first appeals for aid to his native city, but was refused. He next turned his attention to King John of Portugal, who likewise refused to render him any assistance. Finally he went to Spain and saw Queen Isabella, but she, too, declined to help him at first, because of her lack of funds as a result of the wars in which Spain was engaged. After waiting for several years, thru the efforts of some friends, Columbus was finally successful and secured the co-operation of the Queen in carrying out his plans.

7. Why was Columbus especially fitted to lead the expedition?

Columbus, the son of a woolcomber, was born in the seaport of Genoa, a seaport in Italy. In his early youth he studied navigation and went to sea as a sailor and later as a navigator of his own vessels. His experience on the sea convinced him of the rotundity of the earth. He married the daughter of an eminent navigator, whose valuable nautical papers and maps became his. This further convinced him of the feasibility of his plan.

8. Give an account of his voyage.

In three vessels, the largest of which was not more than 100 tons burden, Columbus and his brave band of sailors set sail from the port of Palos, August 3, 1492.

The fleet was compelled to put in at the Canary Islands for repairs; and these made, they pushed out into the great sea, across which no European ship had ever sailed. After many days the sailors became fearful and mutinous. They threatened to throw the Admiral overboard and return to Spain. But Columbus boldly kept on. He sailed on, and finally at dawn, October 12, 1492, land was seen.

9. What land did Columbus reach? Describe the appearance of the land and its inhabitants.

He approached the shore, holding the standard of Spain. On landing, he knelt and returned thanks to God for his safe voyage, and then claimed the land in the name of the King and Queen of Spain. This land was found to be an island, which he named San Salvador, one of the Bahamas.

10. How many voyages did Columbus make? Tell what he accomplished on each of these voyages.

Columbus made three more voyages across the Atlantic. In this voyage he returned to Hayti, explored Jamaica and founded the colony of San Domingo. The third voyage, made in 1498, resulted in the discovery of the mainland of South America. In his fourth voyage he explored the coast of Central America for some distance.

11. What did he name the natives? Why?

Thinking that he had reached India, and that the natives whom he saw were inhabitants of the country, he named them Indians, a name which afterwards extended to all the inhabitants of the New World.

12. Account for the naming of the New World "America."

The name America is derived from Americus Vespucci, who made a voyage to the coast of South America in 1499, and who wrote an account of the country. This description was printed by a German geographer who gave the name to the country.

The World's Current

An Italian scientist says that if a person will sleep thirty-six consecutive hours a week, that is, if he goes to bed Saturday evening and arises Monday morning, having slept the whole time, he will store up an enormous amount of energy, and prolong his life 50 per cent. It is maintained that, whereas rest procures only physical energy, sleep rests the brain as well as the body. Sleep, he declares, is the greatest medicine and tonic in the world.

The United States bought from and sold to Latin America in 1909 products valued at the large total of nearly six hundred million dollars (\$600,000,000). The exact figures were five hundred and eighty-nine million, three hundred and two thousand dollars (\$589,302,000). The average for the three years of 1907-8-9 was five hundred and thirty-eight million, five hundred and nine thousand dollars (\$538,509,000). A decade ago, or for 1896-7-8, the latter was only two hundred and thirty-six million, two hundred and seventy-nine thousand dollars (236,279,000). In other words, the exchange of trade between the United States and her sister republics more than doubled itself in approximately ten years.

The Pilgrim Memorial monument at Provincetown, Mass., the corner-stone of which was laid by President Roosevelt three years ago, was dedicated on August 5th, President Taft making one of the addresses. The monument stands upon Town Hill, the highest land at the end of Cape Cod, and reaches a height of 347 feet above the sea level. The monument is the tallest structure of solid construction in the United States, with the exception of the Washington monument. It is in tower form, with two rows of battlements, the second surmounting a small secondary tower which appears as if built on the tall main tower.

In Illinois, school directors are authorized to levy a tax of one and one-half per centum for educational purposes and one and one-half per centum for building purposes upon the one-third value of all the taxable property in the district. The cost of all repairs, improvements and special assessments must be paid from the taxes levied and collected for building purposes. The certificate of tax levy must be signed by the president and clerk of a board of directors, or the president and secretary of a board of education.

Popular Books

The twenty-two most popular books in the elementary schools of London in 1909, with the number of calls for each:

Grimms' stories.....	4,080
Anderson's stories	3,898
Tanglewood Tales.....	2,376
Robinson Crusoe.....	2,374
Tom Brown's School Days	2,191
Waterbabies	2,041
Little Women.....	1,855
Gulliver's Travels.....	1,753
Westward Ho!.....	1,715
Pilgrim's Progress.....	1,378
Coral Island.....	1,334
Lamb's Tales.....	1,306
Æsop's Fables.....	1,291
The Little Duke.....	1,260
Holiday House.....	1,247
Kingsley's Heroes.....	1,143
Old Curiosity Shop.....	1,100
John Halifax.....	1,089
Ivanhoe	1,050
Alice in Wonderland....	994
In the Gipsies' Van.....	925
David Copperfield.....	908

Playground Association of America—Creed

1. Dependency is reduced by giving men more for which to live.
2. Delinquency is reduced by providing a wholesome outlet for youthful energy.
3. Tuberculosis is reduced by building up strong constitutions thru vigorous outdoor life.
4. The general standard of health is raised by pleasurable physical activity.
5. Industrial efficiency is increased by giving individuals a play life which will develop greater resourcefulness and adaptability.
6. The tendency of modern industrialism to crush individuality is counteracted by increasing the opportunities for each person to develop in his leisure hours individual qualities not developed in the hours of business.
7. Higher standards of morality are developed by providing good substitutes for undesirable forms of recreation.
8. Good citizenship is promoted by forming habits of co-operation in play. People who play together find it easier to live together. Individuals enjoying a wholesome, happy play life are more loyal as well as more efficient citizens.
9. A broader, more complete, and more vivid life is made possible thru play.
10. Family unity is most easily secured when the members of the family have formed the habit of playing together in their leisure hours.
11. Community spirit is most easily developed thru play in which all the members of the community share. Democracy

rests on the most firm basis when a community has formed the habit of playing together.

12. The highest forms of spiritual life are possible only when there has been developed a strong play spirit. Social progress depends upon the extent to which a people possess the play spirit.

The Doctor's Story

Mrs. Rogers lay in her bed, Bandaged and blistered from foot to head, Bandaged and blistered from head to toe,

Mrs. Rogers was very low. Bottle and saucer, spoon and cup On the table stood bravely up; Physic of high and low degree; Calomel, catnip, boneset tea— Everything a body could bear, Excepting light and water and air.

I opened the blinds; the day was bright; And God gave Mrs. Rogers some light.

I opened the window; the day was fair, And God gave Mrs. Rogers some air.

Bottles and blisters, powders and pills, Catnip, boneset, syrup and squills.

Drugs and medicines, high and low, I threw them as far as I could throw.

"What are you doing?" my patient cried;

"Frightening Death," I coolly replied.

"You are crazy!" a visitor said. I flung a bottle at her head.

Deacon Rogers he came to me; "Wife is comin' round," said he. "I re'lly think she'll worry thru;

She scolds me just as she used to do.

All the people have poohed and slurred—

And the neighbors have had their word;

'Twas better to perish, some of 'em say,

Than to be cured in such an irregular way."

"Your wife," said I, "had God's good care

And his remedies—light and water and air.

All the doctors, beyond a doubt, Couldn't have cured Mrs. Rogers without."

The deacon smiled and bowed his head;

"Then your bill is nothing," he said.

"God's be the glory as you say; God bless you, doctor, good day!

good day!"

If ever I doctor that woman again,

I'll give her medicines made by men. —Medical Record.

News from the Educational Field

Within eleven years the number of students in agricultural colleges has increased from 4,000 to 14,000.

Thomas A. Forsyth, a wealthy resident of Boston, plans to give \$2,000,000 for the care of the teeth of Boston school children. The gift is to be used as a permanent fund.

The number of high schools in Virginia increased from 74 in 1905 to 325 in 1909.

Within two years 246 cities have established playgrounds.

A fund of \$250,000 has been given by an anonymous donor to "increase the efficiency of the public schools of Greater Pittsburgh." The expenditure of the income, about \$12,000, has been left to Dr. John A. Brashear, the well-known astronomer, and a commission selected by him.

Some even hundred public school teachers of Buffalo, N. Y., have organized a union which is to be recognized and granted a charter by the American Federation of Labor. The officers are: President, Miss Mary L. Morgan; secretary, Miss W. Anna Stark; treasurer, Jennie E. Kittinger; sergeant-at-arms, Miss Minnie Shulz.

The salary of Supt. J. W. Carr of Bayonne, N. J., has been raised to \$5,000 a year.

Supt. F. D. Boynton, of Ithaca, N. Y., has been re-elected for five years. His excellent

work is highly appreciated by the people.

Girl pupils in the grammar schools of several wards in Philadelphia are being instructed in the care and feeding of infants during the last few weeks of the present school term. A large percentage of the deaths of children under two years of age falls in the summer months and it is estimated that with proper care and feeding 3,000 children might be saved in Philadelphia each year.

Dr. Charles F. Wheelock, who has been for some time the chief of the examination division of the State Department of Education, at Albany, has become second assistant commissioner, succeeding Frank Rollins, who has resigned. Mr. Wheelock's service in the State Department extends over twenty years.

Messrs. A. C. McClurg & Co. have entered the text-book field. Their first output are two books in English, "Elementary Lessons in English" and "Advanced Lessons in English," written by Professor George C. Howland of the University of Chicago. Mr. C. E. Ricketts, who has an extensive experience in the school - book business, is in charge of the new branch.

Teachers College has brought out a revised and enlarged edition of Professor Thorndike's "Educational Psychology." The price of the book is \$1.50, postpaid, and may be obtained of

the Bureau of Publications, Teachers College, Columbia University, New York.

The American Seating Company has issued a new catalog of School Furniture describing and illustrating school desks. The company has developed the making of school furniture to a high degree of perfection. The different types of desks embody the most modern and progressive ideas in school seating, together with excellence of design and superior workmanship and finish. Nothing but the best selected materials are used.

Home history and home geography are slowly coming to their own. Illinois is now laying special emphasis upon State history. In order to help on the good work a valuable pamphlet has been issued by the Secretary of State setting forth the origin and evolution of Illinois counties. S. L. Spear, who has spent many years of patient, careful study upon the records, and maps, is the author of it.

The first place in the Iowa State oratorical contest was won by a negro, Henry F. Coleman, of Boone, Iowa, who represented Cornell College.

County Supt. W. O. Brown, of Union County, Illinois, writes that Miss Matilda Clemens, of Cobden, has a perfect record of attendance during her four years in high school, as well as during the eight years of her elementary school course. Who can beat this record: Twelve years without tardiness or absence?

"First, learn to read; then, read to learn."

GORDON'S NEW READERS

provide a basal course that insures mastery of the mechanics of reading during the first three years in school. Phonics without diacritical marks, carefully graded vocabulary, interesting lessons, and attractive illustrations make the task of both teacher and pupil easy and successful. A class that has used the Gordon Series in the first three grades is ready and able at the beginning of the fourth grade to read for pleasure, for information, and for profit.

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Interstate Certification

Eight State superintendents of public instruction met in conference May 31st to June 1st, in Lincoln, Neb., to discuss interstate comity in the certification of teachers. The following recommendations were made:

1. We recommend the recognition of the state life certificate secured by uniform state examination, subject for subject, which represents, in the main, scholarship and training equivalent to graduation from a four-year college course; provided, that the standard of the examination in the state where the certificate is issued is as high as that in the state in which the candidate seeks to be certified.

2. We recommend the recognition of state certificates based upon a degree from a standard college or university. A standard college or university is defined as one requiring for entrance a four-year high school course, and for graduation a four-year college course of not less than 120 semester hours, in which shall be included not less

than 15 hours of educational work.

3. We recommend the recognition of certificates based on the completion of a two-year course in standard state normal schools, for teaching in the elementary schools; and the recognition of certificates based upon the completion of a four-year course in like schools for teaching in secondary schools.

The educational department of Houghton Mifflin Company has recently prepared three new catalogs: (1) "A Catalog of Educational Books for Elementary and Secondary Schools," (2) a "Complete Descriptive Catalog of the Riverside Literature Series," (3) "A Catalog of Books for College Courses." Unusual pains have been taken to make each of these catalogs attractive and serviceable. They are new in every sense of the word, being set from new type, having new cover designs, and their contents being newly arranged.

Teachers and others who are interested may obtain a copy of any of these catalogs by writing to the publishers, addressing

either Boston, New York, or Chicago offices. The Houghton Mifflin Company's educational list has grown considerably in recent years. It is interesting to watch the development of the text-book business of this well-known house. The principles of selection which have governed in other departments are applied here with equal consistency.

Gerstaecker's "Germelshausen," edited by A. Busse, Ph.D., Assistant Professor of German Ohio State University. The charm of this delightful tale has long made it a favorite text for school use, while its simplicity of style and interest fit it for early reading. The description of the vanished village as it appears to the young artist for a single night, his contact with its inhabitants, long since dead, and his sensations when he learns the mystery in which he has been involved, form an artistic work which holds the interest to the end. The text is accompanied by copious explanatory notes, complete vocabulary, and exercises. Price, 30 cents. (American Book Company, New York.)

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Say, how do you hoe your row?

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Do you hoe it square,

Do you hoe it the best you know
 how?

Do you cut the weeds as you
 ought to do,

And leave what's worth while
 there?

The harvest you'll garner de-
 pends on you;

Are you working it on the
 square?

Are you killing the noxious
 weeds, young chap?

Are you making it straight and
 clean?

Are you going straight,

At a hustling gait?

Are you scattering all that's
 mean?

Do you laugh and sing and
 whistle shrill,

And dance a step or two,

As the row you hoe leads up the
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The harvest is up to you.

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"Stories of the King," by James Baldwin, is adapted to pupils in the fifth to eighth grades. The stories of King Arthur and his knights of the Round Table form a complete connected narrative, relating all the most notable legends. Price, 50 cents. (American Book Co., New York.)

"Richard of Jamestown," by James Otis, is the story of a boy every other boy—and girl,

too,—will find straightforward and entertaining. Richard meets Captain John Smith in London town, becomes his protégé, and journeys with him to Virginia. Richard and a young friend of his, as "house boys" of Captain Smith, take an active part in the settlement of Jamestown, of which the book contains a wide-awake, truthful account from a boy's point of view. Intended for supplementary reading in the third, fourth, and fifth years, this volume will give the pupil a good knowledge of the beginnings of Virginia. Price, 35 cents. (American Book Company, New York.)

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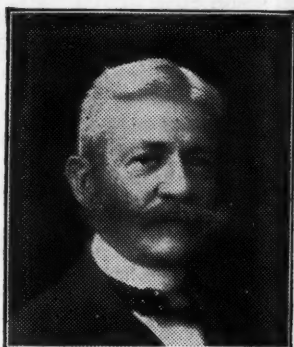
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The news of the death of Supt. B. C. Gregory, of Chelsea, Mass., came as a severe shock. Only a few weeks before, he visited the office of THE SCHOOL JOURNAL and appeared to be in excellent health. His death came without warning, on July 22. He had hosts of friends and was widely known as an effective leader whose whole life was devoted to education.

After an illness of many months, Mr. A. P. Flint, who had been in the continuous service of the American Book Company since its formation, died at his home in Philadelphia, on June 27. Before the days of the A. B. C. he had been a trusted and highly esteemed representative of A. S. Barnes & Co.

Mr. Flint was a man of strong personality, tremendous energy, indefatigable industry, iron will and sterling character. His loss is mourned by a large circle of business associates and personal friends.

Dr. William J. Rolfe, the famous Shakespearean scholar, died in July. He was in his eighty-third year. A native of Newburyport, Mass., he entered Amherst College in 1845, and was the classmate of President Seelye of Smith College. He became a high school teacher and held several important principalships. His last school position was the head mastership of the Cambridge High School. He gave up this place in 1868 and since then has been engaged in literary work, retaining his residence at Cambridge to the end of his life.

Supt. R. P. Clark, of Kent, Ohio, died on June 9. He was connected with the schools for more than thirty-five years.

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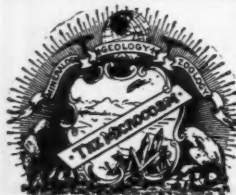
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Mrs. Young President of N. E. A.

The election of Mrs. Ella Flagg Young to the presidency of the National Education Association was due mainly to the exceptional record and character of Mrs. Young, but it was also a triumph of Western energy and Western ideals. The East and the South are very reluctant to concede to a woman a place in large affairs. They are not discourteous. In many respects they excel the West in their fine expressions of sentiment and regard for women. They are simply reluctant. The ideal of the West, while perhaps not so refined, has more of natural robust sanity and fairness in it. Here we do not ask of the workmen, Who were your ancestors? or, Are you black or white?, or Are you a man or a woman; but, Can you do the work? It was the recognition that Mrs. Young had done a great work and thereby shown her great ability and power that made her the choice of the Association. The criticisms directed against the methods used in her behalf were not valid. The support for her candidacy was clean, open, and frank. It was not intended primarily to create sentiment in her behalf, it was intended to express the sentiment which already existed. It is no discredit to Mr. Snyder that he was defeated. It would have happened to any other opponent who might have come before the Association.—From News Bulletin issued by State Supt. F. G. Blair, Illinois.

After Vacation

Just as it is harder to set a ball in motion than to keep it in motion, it is harder to take up any line of work again, after the summer vacation, than to keep on with it.

The effects of the strain are seen in changed looks, diminished appetite and broken sleep.

Now is a time when many—clerks, bookkeepers, teachers, pupils and others—should take a tonic, and we think the best is Hood's Sarsaparilla, which acts on the whole system, builds it up, and wards off sickness.

Two Different Views

When I am good my grandma says,

A-lookin' 'bove her glasses, so:
"How much like our folks,
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That little son of yours does grow!"

But when I'm bad she shakes her head

An' says: "My dear, I never saw

A child so much like any man
As that boy there is like his pa!"

—New York Tribune.

Changes

Miss Caroline Hazard has resigned the presidency of Wellesley College.

Dr. Harry B. Hutchins, of the University of Michigan, has been elected to succeed Dr. James B. Angell as president.

President Samuel T. Black of the State Normal School at San Diego, Cal., has resigned his position to spend a year in travel. Dr. Edward L. Hardy succeeds him.

Supt. P. J. Zimmer, of Kenosha, Wis., has become the head of the schools at Manitowoc. He is succeeded by Mrs. Mary D. Bradford. Ever since Mrs. Bradford gave up the principalship of the high school at Kenosha to go into normal school work, the people of Kenosha have been watching for an opportunity to get her back among them.

Supt. John Dietrich has left Colorado Springs, where he labored for fifteen years, to go to Helena, Mont., succeeding Condon, who is now the superintendent of Providence, R. I.

Prin. John H. Francis, of the Polytechnic high school at Los Angeles, has been elected superintendent of schools to succeed Dr. E. C. Moore, who resigned some time ago.

Supt. Henry B. Hervey has left Malden, Mass., to take charge of the schools of Auburn, N. Y. He is one of the growing men who labor quietly for educational progress. He has done valiant service for the promotion of industrial education and the broader social utilization of the schools. He was superintendent at Pawtucket, R. I. before going to Malden, seven years ago.

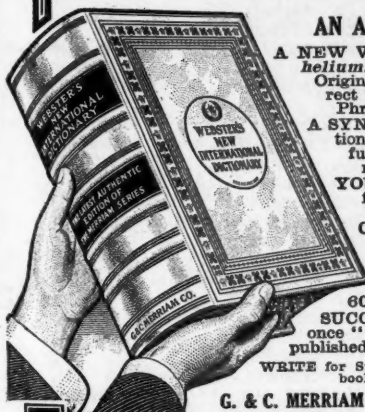
Mr. D. A. Graves has been elected to succeed Mr. Gilbreath as superintendent of the schools of Chattanooga, Tenn.

The estimated expense for salaries at St. Louis, Mr. Ben Blewett, superintendent, for the year 1910-11 under the present schedule is \$2,189,810.00. The estimated increase under the proposed schedule is approximately \$190,000.00, or a little less than 9%, making the total estimated amount required for salaries next year \$2,380,000.00.

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Meetings to be Held

October 7-8.—Wisconsin City Superintendents' Association, at Madison.

October 20-21.—Kansas State Teachers' Association.

October 27-29.—Vermont State Teachers' Association at Rutland.

November 3-5.—Iowa State Teachers' Association, at Des Moines.

November 3-5.—Wisconsin State Teachers' Association, at Milwaukee.

November 15.—Western State Superintendents, at Salt Lake City.

November 14-17.—Northern California Teachers' Association, at Redding.

November 17-19.—Fourth Annual Convention of the National Society for the Promotion of Industrial Education, at Boston.

November 21-23.—Colorado Teachers' Association, at Denver.

December 21-23.—Indiana State Teachers' Association, at Indianapolis.

December 27.—American Association for the Advancement of Science, at Minneapolis-St. Paul.

December 27-29.—Illinois State Teachers' Association, at Chicago.

December 27-29.—New Jersey Teachers' Association, at Atlantic City.

December 27-30.—Florida Educational Association, at Pensacola.

December 27-31.—American Historical Association, at Indianapolis.

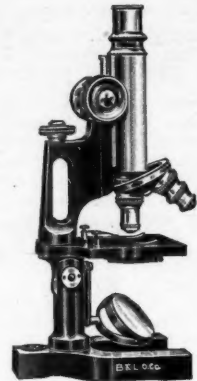
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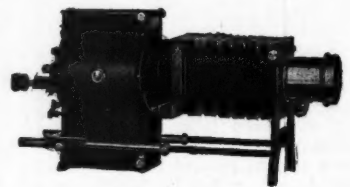
City,	Name.	No. of years.
Aurora, C. M.	Bardwell.....	14
Cairo, T. C.	Clendenen.....	24
Centralia, S. H.	Bohn.....	8
Chicago, J. E.	Armstrong, Englewood H. S.....	19
Chicago, L. J.	Block, Marshall H. S.....	15
Chicago, C. M.	Clayberg, McKinley H. S.....	31
Chicago, F. P.	Fisk, Tuley H. S.....	21
Chicago, A. S.	Hall, Calumet H. S.....	21
Chicago, C. D.	Parker, Bowe H. S.....	25
Chicago, A. R.	Robinson, Crane Tech. H. S.....	19
Chicago, E. F.	Sterans, Lake H. S.....	19
Chicago, O. S.	Westcott, Waller H. S.....	27
Danville, L. H.	Griffith.....	12
East St. Louis, John E.	Miller.....	17
Evanston, H. H.	Kingsley, District No. 75.....	24
Evanston, F. W.	Nichols, District No. 76.....	26
Freeport, S. E.	Raines.....	13
Galesburg, W. L.	Steele.....	25
Galva, F. U.	White.....	21
Jerseyville, J. Pike.....		36
Kankakee, F. N.	Tracy.....	29
LaGrange, F. E.	Sanaford.....	19
Mt. Carmel, W. S.	Booth.....	11
Oak Park, W. H.	Hatch.....	16
Oak Park, J. C.	Hanna, Twp. H. S.....	12
Riverside, A. F.	Ames.....	22
Springfield, J. H.	Collins.....	20

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